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ABSTRACT

This document contains an internal investigation of students' self-esteem in the Scarborough, Ontario school sytem undertaken because of the emphasis that the school system places on students' self-esteem as a predictor of academic achievement. A chapter on the research plan presents descriptions of the population, sample selection, choice of questionnaire (the Piers-Harris Self Concept Inventory entitled "The Way I Feel about Myself"), the development of questionnaires for teachers and students, data collection and analysis, and the reporting of results. The six chapters of results of the study focus on: (1) the return rate of questionnaires; (2) student self-esteem; (3) student perceptions of the importance of selected teaching methods; (4) comparison by grade of student responses regarding their perceptions of extent of teacher use of selected methods; (5) teacher attitudes toward the development of positive student self-esteem as a classroom objective; and (6) teacher perceptions of the usefulness of selected teaching methods in the development of positive student self-esteem. A summary, conclusions, and recommendations are given. Appendices contain two interim reports and the questionnaires used in the evaluation. Numerous data tables are included. (ABL)

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Internal Evaluation Report No. 8:

An Evaluation of Student Self-Esteem in Scarborough Schools

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SCARBOROUGH'S CO-OPERATIVE EVALUATION AND DEVELOPMENT OF SCHOOL SYSTEMS (CEDSS) PROJECT

INTERNAL EVALUATION REPORT NO. 8:

AN EVALUATION OF STUDENT SELF-ESTEEM IN SCARBOROUGH SCHOOLS

SCARBOROUGH'S CO-OPERATIVE EVALUATION AND DEVELOPMENT OF SCHOOL SYSTEMS (CEDSS) PROJECT

JUNE, 1982

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1. INTRODUCTION

The nature and effect of student attitudes in a school setting is a field in which educators have begun to show an interest. Researchers, as well, have paid increasing attention to this area and, in particular, to the effect that students' attitudes toward themselves have on academic achievement. Coopersmith (1967), for example, supported the need for educators to become aware of, and support the development of, positive student self-esteem, with his finding that "self-esteem has . . . been observed as a better predictor of a child's future success in school than intelligence".[1]

In recognition of the inportance of student self-esteem, the Ministry of Education, Ontario, has incorporated the development of positive student self-esteem as a program objective in many of its curriculum guides. In addition, the Scarborough curriculum guides reflect this objective in many subject areas.

As a further indication of Scarborough's commitment to the development of positive student self-esteem, people representing all groups involved in education selected student self-concept, motivation, and morale, as a topic for investigation in the Co-operative Evaluation and Development of School Systems (CEDSS) project in Scarborough. (Details of the CEDSS evaluation are described in the covering report documenting background.) A sub-committee was

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[1]Stanley Coopersmith, The Antecedents of Self-Esteem (San Francisco: Freeman and Company, 1967), cited by Patricia Crawford, Norms for the North York Self Concept Inventory: Intermediate and Primary Levels (North York: North York Board of Education, 1977).

established to investigate student self-concept, motivation, and morale, subsequently restricted to student self-esteem (see Interim Report No. 1, Appendix A). The composition of this committee represented people in all facets of education: students, teachers, principals, parents, trustees, central administrators, non-teaching personnel, and researchers.

Tasks of the Sub-committee

The initial meeting of this sub-committee was held on June 11, 1981. During the course of subsequent meetings held from June, 1981, through to January, 1982, the task of the committee members was, first of all, to determine the areas related to student self-esteem they wished to study (Interim Report No. 1, Appendix A). "Teacher/school staff influences" on student self-esteem and "student characteristics/outcomes" were chosen. Once these categories were established, the next task was to select questions to be studied in each of these categories. These questions were continually refined prior to questionnaire development (Interim Report No. 2, Appendix B-1).

The sub-committee members then selected, developed, and pilot tested instruments designed to collect information related to the research questions. In the later stages of the research, they also assisted in the analysis of the open-ended comments of both teachers and students.

II. RESEARCH PLAN

Following are the final research questions as stated by the full sub-committee:

A. Students

1. What is the measured level of self-esteem in various sub-populations of Scarborough students?

2. What approaches do students say teachers use that are important to them as students?

3. To what extent do students perceive teachers using these approaches?

B. Teachers

1. Do teachers hold the development of positive self-esteem in students as a significant classroom objective?

2. a) What do teachers believe to be useful approaches which encourage the development of positive self-esteem in students?

   b) What do teachers feel are the most effective approaches which encourage the development of positive self-esteem?

Description of the Populations

Student Population

Students in Grades 3, 6, and 8 were to be included at the elementary level since each grade represented the end of a division (primary, junior, and intermediate elementary). In addition, Grade 10 students were included at the secondary level. This grade was chosen for two reasons: students have had one year (Grade 9) to adjust to high school, and students begin to drop-out legally after Grade 10.

All types of schools were included in both the student and teacher samples at the elementary level: Kindergarten to Grade 6, Kindergarten to Grade 8, and senior public schools. At the secondary level, students from collegiates and secondary schools were sampled.

The decision was made to eliminate special education students since there was a CEDSS sub-committee dealing specifically with this topic. In addition, the instruments being used were not designed for students with any specific learning disabilities. Students in the elementary gifted program were also excluded because, as with other special education classes, this is a separate program. However, the gifted students at the secondary level were included in view of the program becoming integrated with the regular program at this level.

Teacher Population

At the elementary level, teachers in the same grade levels (3,6, and 8) and types of schools as the student population were approached. It was hoped that student and teacher results could be compared by grade at the Grade 3 and 6 levels. The Grade 10 teachers in collegiate, secondary, and vocational schools[1] were also sampled.

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[1] Collegiate Institutes normally provide post-elementary education to students who have completed Grade 8 successfully. Credit courses lead to a Secondary School Graduation Diploma or a Secondary School Honour Graduation Diploma. Secondary Schools are post-elementary schools designed to provide students who have not kept pace with their peers (in the realm of academic achievement) with academic and practical training and to stimulate their interest in industrial, commercial, construction, and service occupations. Vocational Schools are designed primarily for students who have been in special programs or regular grades (usually Grade 6 and age 13 years) and have shown the need for continued remedial instruction and individual attention. Students will acquire skills necessary for employment, as well as upgraded academic skills.

TABLE II.1

STUDENT SAMPLE SIZES

Grade 3		Grade 6		Grade 8		Grade 10	
K-6	K-8	K-6	K-8	K-8	Sr.P.S.	Coll.	Sec. school
345	120	344	113	111	366	431	20
TOTAL:	465	TOTAL:	457	TOTAL:	477	TOTAL:	451

Sample Selection

Students

To obtain a representative sample[1] of students at each grade level, with no more than a 5 per cent error, it was necessary, based on the total number of students at each grade level, to select a minimum of 357 students from each grade. Additional students were included in the sampling to allow for student mobility. The final sample sizes may be found in Table II.1. (These totals were subsequently adjusted through the elimination of transfers and retirements.) Sampling had to be done manually at the elementary level.

While the error of ±5 per cent applies to statistics for the total grade level, it should be kept in mind that the error would be slightly higher when the results are broken down into smaller groups (e.g., by type of school). However, the numbers selected in all categories were in proportion to the total population in each group.

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[1]Robert V. Krejcie and Daryl W. Morgan, "Determining sample size for research activities", Educational and Psychological Measurement, Vol. 30, 1970, pp.607-9.

Teachers

The teachers of the selected students comprised the sample for Grades 3 and 6 in K-6 and K-8 schools, and for Grade 8 in K-8 schools. This would allow for a student-teacher match in the results. However, this was not possible at the Grade 8 level in senior public schools or at the Grade 10 level because self-contained classrooms are not common to the organization of senior public schools and secondary schools.

The teachers were randomly selected in proportion to the total teacher population in each grade. The sample sizes may be found in Table II.2. (Again, these totals were subsequently adjusted to eliminate transfers and retirements.)

TABLE II.2

TEACHER SAMPLE SIZES

Grade 3		Grade 6		Grade 8		Grade 10		
K-6	K-8	K-6	K-8	K-8	Sr.P.S.	Coll.	Sec. school	Voc. school
161	53	145	47	43	170	277	12	38
TOTAL:	214	TOTAL:	192	TOTAL:	213	TOTAL:	327	

Questionnaire Development

In order to measure the general self-esteem of Scarborough students at the grade levels included in this study, the Piers-Harris Self Concept

Inventory (The Way I Feel About Myself)[1] was used (Appendix B-1). From the title, it is evident that this instrument measures self-concept. However, Piers (1976)[2] stated that the term "self-concept" is interchangeable with "self-esteem" or "self-regard" since the items included in the inventory are not only descriptive but also evaluative. The items are scored in a positive or negative direction to reflect this evaluative dimension. The inventory corresponded with the sub-committee's definition of self-esteem which was "simple awareness of self" (e.g., hair colour, feelings one has, etc.), and self-esteem which reflects the value one places on that attribute (e.g., happy with brown hair, satisfaction with feelings, etc.) (Appendix A). In addition, the inventory included items related to several factors which contribute to self-esteem: behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction.

The task of developing questionnaires to determine teaching methods (strategies/approaches) used and students' perceptions of these methods was undertaken by a working committee. The literature included in the package of materials distributed at the initial CEDSS meeting was consulted for methods. In addition, teachers were informally surveyed at a variety of grade levels to find out what methods they said they used to develop positive self-esteem in

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[1] E.V. Piers and D.B. Harris "The Piers-Harris Childrens Self Concept Scale (The Way I Feel About Myself), Counselor Recordings and Tests, (Nashville, Tennessee), 1969.

[2] Ellen V. Piers "The Piers-Harris Childrens Self Concept Scale", Research Monograph #1, Counselor Recordings and Tests, (Nashville, Tennessee), 1977, p.1.

their students. While this was being done, students were also asked what teachers did that made them feel good about themselves.

These results were then categorized and a teacher questionnaire was created to collect information about whether or not teachers used the suggested methods and, if they did, how useful they felt these methods were in developing positive student self-esteem (Appendix B-1).

Two student questionnaires reflecting the teaching methods were also formulated. (See Appendix B-2 for final versions.) These requested feedback regarding the level of importance students attached to the methods listed and whether or not, in their perception, their teachers used these enough.

The resulting teacher and student questionnaires were pilot tested at each of the selected grade levels to check adequacy of instructions and timing.

Data Collection

Preparation

Once the student sample had been selected, a letter of information about the self-esteem testing went to the parent/guardian of each child (Appendix B-1). Parents were encouraged to telephone the Board if they had any questions.

A general "CEDSS Day" was set for February 8, 1982. It was hoped to have as many of the student and teacher questionnaires as possible from the seven CEDSS sub-committees in the schools before this date so that testing could occur all at one time. The objective was to minimize disruption of daily routine.

In preparation for the final analysis, all the student and teacher

questionnaires were pre-coded to permit grouping of results by grade and type of school.

Administration of Surveys

Instructions regarding the distribution and return of the teacher and student surveys were sent to the school principals along with the survey forms (Appendix C). Also included in the package were administration instructions for the student questionnaires (Appendix D). These were created to ensure that all questionnaires were given in the same manner. Since the promise of confidentiality of results was given, teachers and students were provided with individual envelopes which could be sealed. These were pre-addressed so they would be returned to the Research Centre.

Data Analyses

Breakdown of Results

When the pre-coded teacher and student questionnaires were returned, they were given individual identification numbers. The code originally assigned to each participant allowed for grouping of the results. At the Grade 3 and 6 levels, the homeroom teacher's code matched that of his/her students to permit a comparison of the student results in self-esteem to the methods teachers said they used. (This comparison was not subsequently done since it was decided a more meaningful comparison would be matching the methods students felt were important to them with their score on the self-esteem inventory.) In the senior public and secondary schools this was not possible, since the student's homeroom teachers might not be teaching that student. In addition to numbering the teachers and students for matching, the grade and school codes were included. This would facilitate the breakdown of results by type of school and grade level.

Statistical Analysis

(a) Student Results. Means and standard deviations were computed for student results on the Piers-Harris Self Concept Inventory, and t-tests were conducted on these means to determine whether significant differences existed by type of school within grade. In addition, these means were compared, at the Grade 3, 6, and 8 levels, to existing Scarborough norms obtained in 1977-78. An analysis of variance was also conducted on the four total grade groups.

For each of the four groups, the student results regarding importance and extent of use of specific teaching methods were presented as means, along with percentages within each of these categories.

(b) Teacher Results. Means and percentages were also presented for the teacher questionnaire. In addition, percentages were computed for each of the five most effective methods selected by teachers.

(c) Student Comparison. Finally, a regression analysis was conducted. This related students' self-esteem to their perceptions regarding the importance of the 15 teaching methods.

The complete data analysis was compiled by The Institute of Behavioural Research at York University.

Reporting of Results

Both means and percentages are presented in tables of results which follow. Where percentages are shown, a category was not reported for "no response". Therefore, in some cases, the total does not equal 100 per cent.

Student comments were summarized manually and appear in Appendix E.

The following results sections are organized according to the purposes of the study. Therefore, there is a separate section presenting the results related to each question posed by the sub-committee. In addition, a section is included which deals with return-rates of questionnaires, and one which presents a summary comparing all results for teachers and students.

III. RESULTS: RETURN RATE

The return rate for student questionnaires ranged from 86.1 to 93.9 per cent (Table III.1) and for teachers from 82.9 to 96.7 per cent (Table III.2). Thus, the results in the following sections may be generalized to the Scarborough population with confidence. Information concerning returns are presented by grade and by type of school.

TABLE III.1

STUDENT QUESTIONNAIRE RETURN RATES BY GRADE AND BY TYPE OF SCHOOL

Grade	School Type	Sent[a]	Received	% Returned
3	K-6	342	300	87.7
	K-8	120	112	93.3
	Unidentified	---	4	----
	TOTAL	462	416	90.0
6	K-6	344	315	91.6
	K-8	113	107	94.7
	Unidentified	---	7	----
	TOTAL	457	429	93.9
8	K-8	111	103	92.8
	Senior Public	366	336	91.8
	Unidentified	---	4	----
	TOTAL	477	443	92.9
10	Collegiate	426	360	84.5
	Secondary	20	8	40.0
	Unidentified	---	16	----
	TOTAL	446	384	86.1

[a]Numbers of questionnaires sent have been adjusted to eliminate transfers and retirements and, therefore, differ from the numbers in Table II.1 in some cases.

TABLE III.2

TEACHER QUESTIONNAIRE RETURN RATES BY GRADE AND BY TYPE OF SCHOOL

Grade	School Type	Sent[a]	Received	% Returned
3	K-6	159	154	96.9
	K-8	52	50	96.2
	Unidentified	---	---	----
	TOTAL	211	204	96.7
6	K-6	145	136	93.8
	K-8	46	46	100.0
	Unidentified	---	---	----
	TOTAL	191	182	95.3
8	K-8	43	38	88.4
	Senior Public	169	145	85.8
	Unidentified	---	2	----
	TOTAL	212	185	87.3
10	Collegiate	273	230	84.2
	Secondary	38	27	71.1
	Vocational	11	10	90.9
	Unidentified	---	---	----
	TOTAL	322	267	82.9

[a]Numbers of questionnaires sent have been adjusted to eliminate transfers and retirements and, therefore, differ from the numbers in Table II.2 in some cases.

IV. RESULTS: SCARBOROUGH STUDENT SELF-ESTEEM

The results presented in Table IV.1 represent each grade's mean self-esteem score on the 80-item Piers-Harris Self Concept Inventory, as well as the standard deviation[1]. Thus, for example, Grade 3 students as a total group averaged 61.2 out of 80 items. Looking at the total group line, then, it will be noted that there was a significant difference[2] at the .0001 level among the four groups. Inspection of the means reveals that Grade 10 students have the lowest self-esteem. Consequently, it may be assumed, without further tests, that this is significantly lower than at least the Grade 3 results (the highest).

When comparing the grade levels by type of school, it can be seen that only at the Grade 6 level was there a significant difference in means. Grade 6 students in K-6 schools were found to have significantly higher self-esteem as a group when compared to Grade 6 students in K-8 schools.

The remaining question, however, is what is the Scarborough student population's self-esteem in relative terms. Are they better or worse than they were, say, five years ago?

---

[1] The numbers in brackets found below the means indicate standard deviations. A standard deviation is the spread of individual scores around the mean. Both means and standard deviations are essential in comparisons of groups with each other. A standard deviation of 10, for example, related to a mean raw score of 60 on the self-esteem inventory, shows that about two-thirds of student scores ranged anywhere from 50 to 70.

[2] Significance testing is done to show if there is a difference between means that can't be obtained easily by chance alone. Therefore, significant at the .0001 level means that only 1 time in 10,000 can this difference between means happen by chance alone.

To obtain this information, the results of a previous Scarborough study[1] were used. In this study, Scarborough norms were developed at the Grades 3, 6, and 8 levels for the Piers-Harris Self Concept Inventory. When these norms were compared to the results of present students (Table IV.2), the self-esteem of present Scarborough students was significantly higher at all three grade levels. In addition, when compared to American norms for Grades 4 to 12 inclusive, Scarborough students were higher in all three grades (see footnote "c" to Table IV.2).

TABLE IV.1

MEAN RAW SCORES[a] FOR SCARBOROUGH STUDENTS ON THE "WAY I FEEL ABOUT MYSELF" SELF-CONCEPT INVENTORY PRESENTED BY GRADE AND TYPE OF SCHOOL

Type of School	Grade 3	Grade 6	Grade 8	Grade 10
K-6	**61.0** (11.0)	**62.1** (10.5)		
K-8	**61.8** (10.0)	**58.4** (11.9)	**61.1** (11.0)	
Senior Public			**59.2** (11.8)	
Collegiate				**58.1** (11.0)
Secondary				**58.5** (12.8)
(Significance by type of school)	---	.01	---	---
TOTAL GROUP*	**61.2** (10.7)	**61.2** (10.9)	**59.6** (11.6)	**58.1** (11.0)

[a]Responses were made to 80 "yes-no" items.

*Differences among the four groups are significant at the .0001 level.

[1]Research Centre, Scarborough Village Public School Evaluation, Scarborough Board of Education, Research Centre, Scarborough, Ontario, 1978.

TABLE IV.2

MEAN RAW SCORES[a] FOR SCARBOROUGH STUDENTS COMPARED TO THE SCARBOROUGH NORMS GROUP (1977-78) ON THE SELF-CONCEPT INVENTORY "THE WAY I FEEL ABOUT MYSELF"

	GRADE 3		GRADE 6		GRADE 8[b]	
	Present Students	Scar. Norms	Present Students	Scar. Norms	Present Students	Scar. Norms
Mean[c]	61.2**	58.7**	61.2*	57.7*	59.6*	56.3*
Standard Deviation	(10.7)	(11.6)	(10.9)	(12.9)	(11.6)	(11.2)

[a]Responses were made to 80 "yes-no" items.

[b]Grade 10 was not surveyed in 1977-78.

[c]Mean raw score for Grades 4 to 12 inclusive (in the U.S. norms group, 1969) on the Piers-Harris "The Way I Feel About Myself" Inventory as indicated in the publisher's manual was 51.8 with a standard deviation of 13.8.

*Difference was significant at the .01 level.

**Difference was significant at the .05 level.

V. RESULTS: STUDENT PERCEPTIONS OF THE IMPORTANCE OF SELECTED TEACHING METHODS

Table V.1 presents the mean student responses, on a scale of one to three, regarding the importance students at the four grade levels attached to selected teaching methods. (No standard deviations are presented in this table since the distribution of percentages by grade follows in Table V.2.) In addition to the means, level of significance is presented for each item. This column shows when there are differences in means among the grades that cannot happen easily by chance alone.

In brackets below the means are rankings of the top five methods within each grade level. Table V.1(i) is simply Table V.1 reproduced without the means ranked lower than fifth. The top-ranked methods (i.e., in the first and second positions) in all four grades were that the teachers "trust me" and "take time to explain things".

Ranking items does give the within-grade picture accurately. However, it does not give a clear picture across all grades. The mean, for example, could be far lower at Grade 10 than at Grade 3 for the same items and yet the two means could be ranked the same within grade. To take into account this problem, an arbitrary range of "desirable" responses was set from 2.2 to 3.0. Table V.1(ii) shows a summary of the resulting pattern. According to this criterion, it was important at all grade levels that the teacher "trust them", "take time to explain things" and "say nice things about their work". These were also ranked in the top five in all four grades (Table V.1(i)). The significance testing showed that "taking time to explain things" was more important to Grade 10 than to Grade 3 students. Also, "trust" was more

TABLE V.1

COMPARISON (BY GRADE) OF MEAN STUDENT RESPONSES REGARDING THE IMPORTANCE[a] OF SELECTED TEACHING METHODS

Method	Grade 3	Grade 6	Grade 8	Grade 10	Level of Significance
1. say nice things about my work	2.49 (4)[b]	2.49 (4.5)	2.49 (4)	2.46 (5)	n.s.
2. nice to me	2.44	2.36	2.36	2.48 (4)	.05
3. look happy to see me	2.11	2.02	2.00	2.08	n.s.
4. help me learn to work with others	2.53 (3)	2.41	2.25	2.20	.0000
5. help me feel good about myself	2.39	2.49 (4.5)	2.40	2.40	n.s.
6. listen to me	2.37	2.61 (3)	2.62 (3)	2.64 (3)	.0000
7. let me help with classroom rules	2.07	1.73	1.69	1.77	.0000
8. tell me about themselves	1.94	1.77	1.70	1.82	.0000
9. remember special things about me	2.43	1.96	1.79	1.74	.0000
10. understand how I feel	2.48 (5)	2.49 (4.5)	2.46 (5)	2.36	.01
11. take time to explain things	2.61 (2)	2.73 (1)	2.69 (2)	2.77 (1)	.0001
12. display my work	2.13	1.84	1.78	1.48	.0000
13. show interest in things I can do outside the classroom	2.04	1.82	1.67	1.59	.0000
14. give me work I can do well	2.33	2.09	2.14	2.21	.0000
15. trust me	2.62 (1)	2.71 (2)	2.70 (1)	2.68 (2)	.05

[a]Responses were made on a 3-point scale where 1 = not important
2 = important
3 = very important

[b]Ranks are indicated for the top five methods selected at each grade, with 1 = selected most often.

TABLE V.1(i)

COMPARISON (BY GRADE) OF MEAN STUDENT RESPONSES RANKED IN THE TOP FIVE REGARDING THE IMPORTANCE[a] OF SELECTED TEACHING METHODS

Method	Grade 3	Grade 6	Grade 8	Grade 10	Level of Significance
1. say nice things about my work	2.49 (4)[b]	2.49 (4.5)	2.49 (4)	2.46 (5)	n.s.
2. nice to me				2.48 (4)	.05
3. look happy to see me					
4. help me learn to work with others	2.53 (3)				.0000
5. help me feel good about myself		2.49 (4.5)			n.s.
6. listen to me		2.61 (3)	2.62 (3)	2.64 (3)	.0000
7. let me help with classroom rules					
8. tell me about themselves					
9. remember special things about me					
10. understand how I feel	2.48 (5)	2.49 (4.5)	2.46 (5)		.01
11. take time to explain things	2.61 (2)	2.73 (1)	2.69 (2)	2.77 (1)	.0001
12. display my work					
13. show interest in things I can do outside the classroom					
14. give me work I can do well					
15. trust me	2.62 (1)	2.71 (2)	2.70 (1)	2.68 (2)	.05

[a]Responses were made on a 3-point scale where 1 = not important
2 = important
3 = very important

[b]Ranks are indicated for the top five methods selected at each grade, with 1 = selected most often.

TABLE V.1(ii)

COMPARISON (BY GRADE) OF MEAN STUDENT RESPONSES REGARDING THE IMPORTANCE[a] OF SELECTED TEACHING METHODS USING A RANGE OF 2.2 - 3.0 AS DESIRABLE

Method	Grade 3	Grade 6	Grade 8	Grade 10	Level of Significance
1. say nice things about my work	2.49	2.49	2.49	2.46	n.s.
2. nice to me	2.44	2.36	2.36	2.48	.05
3. look happy to see me					
4. help me learn to work with others	2.53	2.41	2.25	2.20	.0000
5. help me feel good about myself	2.39	2.49	2.40	2.40	n.s.
6. listen to me	2.37	2.61	2.62	2.64	.0000
7. let me help with classroom rules					
8. tell me about themselves					
9. remember special things about me	2.43				.0000
10. understand how I feel	2.48	2.49	2.46	2.36	.01
11. take time to explain things	2.61	2.73	2.69	2.77	.0001
12. display my work					
13. show interest in things I can do outside the classroom					
14. give me work I can do well	2.33			2.21	.0000
15. trust me	2.62	2.71	2.70	2.68	.05

[a]Responses were made on a 3-point scale where 1 = not important
2 = important
3 = very important

TABLE V.2

STUDENT PERCEPTIONS (IN PER CENT BY GRADE) OF THE LEVEL OF IMPORTANCE OF SELECTED TEACHING METHODS

Method	GRADE 3 Importance[a]			GRADE 6 Importance			GRADE 8 Importance			GRADE 10 Importance		
	1	2	3	1	2	3	1	2	3	1	2	3
1. say nice things about my work	6	39	54	4	43	53	5	41	54	7	39	54
2. nice to me	9	36	53	10	44	46	9	47	45	6	40	54
3. look happy to see me	21	46	32	23	52	25	25	49	25	21	50	29
4. help me learn to work with others	9	28	61	13	34	53	18	39	42	15	49	35
5. help me feel good about myself	11	39	49	9	34	57	11	37	51	11	37	51
6. listen to me	10	41	47	3	33	64	5	28	67	3	30	67
7. let me help with classroom rules	29	34	36	44	38	18	45	40	14	42	40	18
8. tell me about themselves	28	49	22	37	49	14	40	50	10	30	56	13
9. remember special things about me	15	26	58	31	42	27	38	45	17	42	43	16
10. understand how I feel	6	39	54	6	39	55	5	45	51	8	49	43
11. take time to explain things	5	29	65	2	23	75	3	24	72	1	21	78
12. display my work	25	36	37	37	42	21	38	45	16	59	32	8
13. show interest in things I can do outside the classroom	26	44	29	36	47	18	43	45	11	49	42	9
14. give me work I can do well	17	33	49	22	46	31	17	52	31	13	54	33
15. trust me	5	28	66	3	22	74	3	25	73	2	27	70

[a]Responses were made on a 3-point scale where 1 = not important
2 = important
3 = very important.

important to Grades 6, 8, and 10 students than to Grade 3. In addition to these methods, it was important that teachers "be nice to them", "help them learn to work with others", help them feel good about themselves", "listen to them" and "understand how they feel" in all grades surveyed. Only at the Grade 3 and 10 levels was it important that teachers "give them work they can do well", and at the Grade 3 level to "remember special things about them".

Students were also invited to make note of any additional methods teachers could use that were important to them. These are summarized in Appendix E. The four additional methods which drew comments from students in all grades were:

- help me understand work in class
- give me encouragement and praise a job well done
- listen to my thoughts and ideas
- be pleasant and happy in class and make class interesting.

Relationship of Student Self-Esteem and the Importance Students Attach to Selected Teaching Methods

An additional question, not isolated initially for study, had to do with which methods are related to student self-esteem. To answer this, a regression analysis was run, with level of importance attached to teaching methods against self-esteem as measured by the Piers-Harris Inventory. The results (Table V.3) show the methods at the different grades that are significantly related to student self-esteem.

Now it is known which methods are important to students and which are related to self-esteem, how often do students perceive teachers using these methods in their classrooms?

TABLE V.3

METHODS SIGNIFICANTLY RELATED TO SELF-ESTEEM IN STUDENTS[a]

Method	Grade 3	6	8	10
1. say nice things about my work				
2. nice to me	X			
3. look happy to see me				
4. help me learn to work with others				X
5. help me feel good about myself				X
6. listen to me			X	
7. let me help with classroom rules	X			
8. tell me about themselves				
9. remember special things about me				
10. understand how I feel	X			X
11. take time to explain things				
12. display my work				
13. show interest in things I can do outside the classroom		X	X	
14. give me work I can do well			X	X
15. trust me				X

[a]Significance refers to relationships that are sufficiently strong that they could not be obtained easily by chance alone.

VI. RESULTS: COMPARISON BY GRADE OF STUDENT RESPONSES REGARDING THEIR PERCEPTIONS OF EXTENT OF TEACHER USE OF SELECTED METHODS

The results presented in Table VI.1 show students' perceptions of the extent to which they perceived their teachers using the selected teaching methods in their classrooms. As can be seen in footnote "b" on the table, a problem existed in interpretation of the answer scale in that both "1" = not enough, and "3" = too much, could be considered as undesirable from the students' point of view. Therefore, for purposes of interpretation, "2" = enough, was considered the desirable response. Thus, when the ranks were established, responses closest to "2" in either direction from "2" were ranked highest. In view of this revised interpretation of the scale, the levels of significance established for each item became meaningless and are not included in the results.

Keeping this revision in mind, then, Table VI.1(i) shows a summary of the means which ranked in the top five (with ranks shown in brackets below the means). In cases where the rank is followed by .5, two methods shared the same spot. At the Grade 3 level, students perceived (i.e., ranked in first and second positions) that teachers "looked happy to see them", "listened to them", and "displayed their work" often enough. In Grade 6, they thought teachers "trusted them" and were "nice to them" often enough. This same pattern held for Grades 8 and 10 students, although the ranks were reversed, that is, "nice to me" occupied the top rank. (It needs to be noted here that the percentages of student responses regarding extent of use, found in Table VI.2, should be consulted also. Percentages permit interpretations as categorical data as compared with the assumption of continuity implied by the means obtained from the problematic 3-point scale.)

TABLE VI.1

COMPARISON (BY GRADE) OF MEAN[a] STUDENT RESPONSES REGARDING THEIR PERCEPTION OF EXTENT OF TEACHER USE OF SELECTED METHODS

Method	Grade 3	6	8	10
1. say nice things about my work	2.06 (4.5)[b]	1.82	1.71	1.68
2. nice to me	2.25	1.98 (2)	1.93 (1)	1.90 (1)
3. look happy to see me	2.04 (1)	1.83	1.74	1.78 (4)
4. help me learn to work with others	2.08	1.92 (5)	1.81 (5)	1.75
5. help me feel good about myself	2.07	1.85	1.72	1.62
6. listen to me	1.95 (2.5)	1.81	1.76	1.74 (5)
7. let me help with classroom rules	1.72	1.40	1.38	1.34
8. tell me about themselves	1.87	1.86	1.84 (4)	1.79 (3)
9. remember special things about me	2.10	1.64	1.57	1.52
10. understand how I feel	2.06 (4.5)	1.78	1.62	1.49
11. take time to explain things	2.12	1.94 (4)	1.79	1.65
12. display my work	1.95 (2.5)	1.72	1.67	1.63
13. show interest in things I can do outside the classroom	1.92	1.75	1.65	1.55
14. give me work I can do well	2.18	1.96 (3)	1.86 (3)	1.70
15. trust me	2.17	2.01 (1)	1.92 (2)	1.85 (2)

[a]Responses were made on a 3-point scale where 1 = not enough, 2 = enough, 3 = too much

[b]Ranks are indicated for the top five methods selected at each grade. In this case, however, the ideal is considered to be "2" (enough) rather than "3". Therefore, responses closest to "2" are ranked highest, and responses toward both "1" and "3" are assumed to be in a negative direction.

TABLE VI.1(i)

COMPARISON (BY GRADE) OF MEAN[a] STUDENT RESPONSES RANKED IN THE TOP FIVE REGARDING THEIR PERCEPTION OF EXTENT OF TEACHER USE OF SELECTED METHODS

Method	Grade 3	6	8	10
1. say nice things about my work	2.06 (4.5)[b]			
2. nice to me		1.98 (2)	1.93 (1)	1.90 (1)
3. look happy to see me	2.04 (1)			1.78 (4)
4. help me learn to work with others		1.92 (5)	1.81 (5)	
5. help me feel good about myself				
6. listen to me	1.95 (2.5)			1.74 (5)
7. let me help with classroom rules				
8. tell me about themselves			1.84 (4)	1.79 (3)
9. remember special things about me				
10. understand how I feel	2.06 (4.5)			
11. take time to explain things		1.94 (4)		
12. display my work	1.95 (2.5)			
13. show interest in things I can do outside the classroom				
14. give me work I can do well		1.96 (3)	1.86 (3)	
15. trust me		2.01 (1)	1.92 (2)	1.85 (2)

[a]Responses were made on a 3-point scale where 1 = not enough, 2 = enough, 3 = too much

[b]Ranks are indicated for the top five methods selected at each grade. In this case, however, the ideal is considered to be "2" (enough) rather than "3". Therefore, responses closest to "2" are ranked highest, and responses toward both "1" and "3" are assumed to be in a negative direction.

Summary Table VI.1(ii) shows means ranging from 1.8 to 2.2, with "2" being the desirable response. This arbitary cut-off point allows a comparison of results across all grades. Generally, students feel teachers are "nice to them" and "trust" them enough in all grades. It will be noted that all four grades stated previously (Table V.1, V.1(i), and V.1(ii)) that it was important that teachers "trust them".

While all four grades felt it was important that teachers "take time to explain things", only Grades 3 and 6 felt this was happening enough.

TABLE VI.1(ii)

COMPARISON (BY GRADE) OF MEAN[a] STUDENT RESPONSES REGARDING THEIR PERCEPTION OF EXTENT OF TEACHER USE OF SELECTED METHODS USING A RANGE OF 1.8 - 2.2 AS DESIRABLE

Method	Grade 3	6	8	10
1. say nice things about my work		1.82		
2. nice to me	2.25	1.98	1.93	1.90
3. look happy to see me		1.83		
4. help me learn to work with others	2.08	1.92	1.81	
5. help me feel good about myself	2.07	1.85		
6. listen to me	1.95	1.81		
7. let me help with classroom rules				
8. tell me about themselves		1.86	1.84	
9. remember special things about me	2.10			
10. understand how I feel	2.06			
11. take time to explain things	2.12	1.94		
12. display my work				
13. show interest in things I can do outside the classroom	1.92			
14. give me work I can do well	2.18	1.96	1.86	
15. trust me	2.17	2.01	1.92	1.85

[a]Responses were made on a 3-point scale where 1 = not enough
2 = enough
3 = too much

TABLE VI.2

STUDENT PERCEPTIONS (IN PER CENT BY GRADE) OF THE EXTENT OF TEACHER USE OF SELECTED METHODS

Method	GRADE 3 Extent of Use			GRADE 6 Extent of Use			GRADE 8 Extent of Use			GRADE 10 Extent of Use		
	Not Enough	Enough	Too Much	Not Enough	Enough	Too Much	Not Enough	Enough	Too Much	Not Enough	Enough	Too Much
1. say nice things about my work	13	69	18	22	74	4	31	66	2	35	62	3
2. nice to me	9	57	33	7	87	6	9	88	2	12	85	3
3. look happy to see me	15	65	18	21	73	4	28	70	2	24	72	2
4. help me learn to work with others	14	63	22	17	74	9	23	71	5	30	64	6
5. help me feel good about myself	16	59	23	22	69	8	31	66	3	39	59	1
6. listen to me	21	61	16	25	70	5	26	70	3	30	65	4
7. let me help with classroom rules	45	37	17	62	34	3	64	33	2	67	30	2
8. tell me about themselves	30	52	17	29	55	15	29	57	13	34	53	13
9. remember special things about me	20	50	30	40	55	4	46	50	3	50	46	3
10. understand how I feel	17	59	22	26	69	4	40	56	3	52	46	2
11. take time to explain things	10	68	22	17	72	11	26	69	5	39	57	4
12. display my work	29	47	24	36	56	8	37	58	4	46	45	9
13. show interest in things I can do outside the classroom	24	59	16	34	56	9	42	49	8	50	44	5
14. give me work I can do well	15	52	33	17	71	12	23	66	10	35	59	5
15. trust me	10	61	28	12	74	13	17	74	8	21	71	7

VII. RESULTS: SCARBOROUGH TEACHER ATTITUDES TOWARD THE DEVELOPMENT OF POSITIVE STUDENT SELF-ESTEEM AS A CLASSROOM OBJECTIVE

In order to determine whether Scarborough teachers hold the development of positive self-esteem in their students as a significant classroom objective, the results of a recent Scarborough study were consulted. This study, entitled Affective Objectives in Education: Selection, Development Techniques, and Procedures in Measurement,[1] was conducted during the 1980-81 school year (funded under contract by the Ministry of Education, Ontario) and is currently in draft form. Permission was given, however, to release some findings from the study which are relevant to this current research.

As can be seen from Table VII.1, all teachers selected the development of positive self-esteem in their students as the top-ranked affective classroom objective. Table VII.2 gives the breakdown of results by division for self-esteem alone.

The Scarborough picture to this point, then, is that the general self-esteem of selected student groups is significantly higher now than it was a few years ago and that there are some methods students perceive teachers using, in varying degrees, that are important to them and some which are significantly related to self-esteem. Furthermore, teachers in the grades studied have agreed that the development of positive self-esteem in their students is important. The next question concerns the methods teachers say are useful in this endeavour.

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[1] H.J. Dilling, et.al, Affective Objectives in Education: Selection, Development Techniques, and Procedures in Measurement, Scarborough Board of Education 1981. (Funded under contract by the Ministry of Education, Ontario).

TABLE VII.1

MEAN TEACHER RATINGS OF IMPORTANCE OF GENERAL AFFECTIVE OBJECTIVES

General Affective Objectives	All Teachers Combined (Total 426)	Rank[a] for Total Group
Self-Esteem	4.38[b]	1
School Sentiment: Peers	4.22	2
School Sentiment: Teachers	4.18	3
Physical Fitness and Activity	4.07	4
Regard for Others	4.05	5
Sense of Responsibility	3.95	6
Emotional Health	3.94	7
Motivation to Succeed	3.85	8
Value of Work	3.81	9
Life-Long Love of Learning	3.43	10
School Sentiment: Subjects	3.36	11
Aesthetic Sense	3.24	12

[a]Rank: 1-12, with 1 = highest rating.

[b]Ratings were made on a 5-point scale where 5 = very high importance.

TABLE VII.2

MEAN TEACHER RATINGS OF IMPORTANCE OF SELF-ESTEEM IN THE CLASSROOM

Division	N	Mean
Kindergarten	71	4.46[a]
Primary (Grades 1-3)	108	4.45
Junior (Grades 4-6)	114	4.37
Intermediate Elementary (Grades 7 & 8)	62	4.47
Intermediate Secondary (Grades 9 & 10)	70	4.09

[a]Ratings were made on a 5-point scale where 5 = very high importance.

VIII. RESULTS: TEACHER PERCEPTIONS OF THE USEFULNESS OF SELECTED TEACHING METHODS IN THE DEVELOPMENT OF POSITIVE STUDENT SELF-ESTEEM

Table VIII.1 shows the mean ratings of the teachers' perceptions regarding the usefulness of selected teaching methods in the development of positive self-esteem in students. Once again, the levels of significance of the differences among grades is presented. Where differences are significant, means can then be inspected to determine differences across grades. In such cases also, when there is a desire to compare results for individual grades with each other, it can always be assumed that at least the highest and lowest means are significantly different from each other. The percentage of teacher responses in the different categories ("0" to "5") are also presented, rather than standard deviations; these may be found in Tables VIII.2 to VIII.5 in a breakdown by grade.

When considering the results in Table VIII.1, it will be noted that there is a significant difference among grades in the use of most methods. Closer examination reveals a greater sense of usefulness of many of these methods among teachers in Grades 3, 6, and 8.

A summary of the means ranked in the top five for each grade is presented in Table VIII.1(i). Teachers in all grades selected "listen to students and try to show them you care", "make positive comments to students", "be a positive model for your students", and "discourage negative remarks from one student to another" as being most useful.

However, when an arbitrary range of 4.0 to 5.0 is set, additional methods surface (Table VIII(ii)). For all grades, the following methods, in addition to the above four, appear as most useful to teachers in the development of positive student self-esteem:

TABLE VIII.1

COMPARISON (BY GRADE) OF MEAN TEACHER RATINGS[a] OF THE USEFULNESS OF SELECTED TEACHING METHODS IN THE DEVELOPMENT OF POSITIVE STUDENT SELF-ESTEEM

Method	Grade 3	6	8	10	Level of Significance
1. encourage co-operation among students	4.51	4.52	4.30	3.95	.0000
2. encourage students to participate in decision-making	3.72	3.81	3.57	3.29	.0000
3. listen to students and try to show them you care about them	4.75 (1)[b]	4.78 (1)	4.64 (1)	4.59 (2)	.001
4. give recognition to students who participate in extra-curricular activities	3.58	3.85	3.80	3.29	.0000
5. use positive, non-verbal communication	4.55 (4)	4.59 (5)	4.38	4.30	.0001
6. encourage adults in your school to be aware of the feelings of students	3.33	3.39	3.40	2.84	.0000
7. encourage students to participate in extra-curricular activities	3.70	3.99	3.97	3.30	.0000
8. let students know that you trust them	4.27	4.46	4.25	4.07	.0000
9. relay positive comments about students to their parents	4.28	4.30	3.95	3.71	.0000
10. write constructive comments on students' work	4.35	4.34	4.11	4.04	.0001
11. make positive comments to students	4.67 (2)	4.65 (3)	4.51 (4)	4.53 (3)	.01
12. be a positive model for your students	4.66 (3)	4.67 (2)	4.58 (2)	4.65 (1)	n.s.
13. tell students about your own interests	3.56	3.79	3.46	3.25	.0000

TABLE VIII.1 (Continued)

Method	Grade 3	6	8	10	Level of Significance
14. take adequate time to explain to students concepts they don't understand	4.39	4.39	4.38	4.40 **(5)**	n.s.
15. remember special things about your students	3.87	3.70	3.60	3.35	.0000
16. help students learn respect for the rights and feelings of others	4.50	4.55	4.45 **(5.5)**	4.24	.0000
17. recognize and acknowledge students outside of class time	4.13	4.29	4.27	4.35	.05
18. avoid criticizing students in front of their peers	3.77	3.95	3.85	3.94	n.s.
19. encourage positive remarks from one student to another	4.25	4.35	4.20	3.66	.0000
20. help students build on their strengths	4.29	4.38	4.24	4.03	.0000
21. give students opportunities to show their peers that they can do well	4.37	4.31	4.22	3.87	.0000
22. provide students with opportunities for success	4.51	4.54	4.42	4.30	.001
23. develop a sense of humour with students	4.26	4.50	4.40	4.23	.01
24. recognize and acknowledge students' feelings	4.41	4.57	4.45 **(5.5)**	4.29	.0001
25. discourage negative remarks from one student to another	4.54 **(5)**	4.62 **(4)**	4.52 **(3)**	4.41 **(4)**	.05

[a]Responses were made on a scale of 0-5 where 0 = Haven't used this, to 5 = Of very great use.

[b]Ranks are indicated for the top five methods selected at each grade with 1 = selected most often.

TABLE VIII.1(i)

COMPARISON (BY GRADE) OF MEAN TEACHER RATINGS[a] OF THE USEFULNESS OF SELECTED TEACHING METHODS WHICH RANKED IN THE TOP FIVE FOR THE DEVELOPMENT OF POSITIVE STUDENT SELF-ESTEEM

Method	Grade 3	Grade 6	Grade 8	Grade 10	Level of Significance
1. encourage co-operation among students					
2. encourage students to participate in decision-making					
3. listen to students and try to show them you care about them	4.75 (1)[b]	4.78 (1)	4.64 (1)	4.59 (2)	.001
4. give recognition to students who participate in extra-curricular activities					
5. use positive, non-verbal communication	4.55 (4)	4.59 (5)			.0001
6. encourage adults in your school to be aware of the feelings of students					
7. encourage students to participate in extra-curricular activities					
8. let students know that you trust them					
9. relay positive comments about students to their parents					
10. write constructive comments on students' work					
11. make positive comments to students	4.67 (2)	4.65 (3)	4.51 (4)	4.53 (3)	.01
12. be a positive model for your students	4.66 (3)	4.67 (2)	4.58 (2)	4.65 (1)	n.s.
13. tell students about your own interests					

TABLE VIII.1 (i) (Continued)

Method	Grade 3	Grade 6	Grade 8	Grade 10	Level of Significance
14. take adequate time to explain to students concepts they don't understand				4.40 (5)	n.s.
15. remember special things about your students					
16. help students learn respect for the rights and feelings of others			4.45 (5.5)		.0000
17. recognize and acknowledge students outside of class time					
18. avoid criticizing students in front of their peers					
19. encourage positive remarks from one student to another					
20. help students build on their strengths					
21. give students opportunities to show their peers that they can do well					
22. provide students with opportunities for success					
23. develop a sense of humour with students					
24. recognize and acknowledge students' feelings			4.45 (5.5)		.0001
25. discourage negative remarks from one student to another	4.54 (5)	4.62 (4)	4.52 (3)	4.41 (4)	.05

[a]Responses were made on a scale of 0-5 where 0 = Haven't used this, to 5 = Of very great use.

[b]Ranks are indicated for the top five methods selected at each grade with 1 = selected most often.

TABLE VIII.1 (ii)

COMPARISON (BY GRADE) OF MEAN TEACHER RATINGS[a] OF THE USEFULNESS OF SELECTED TEACHING METHODS IN THE DEVELOPMENT OF POSITIVE STUDENT SELF-ESTEEM USING A RANGE OF 4.0 - 5.0 AS DESIRABLE

Method	Grade 3	Grade 6	Grade 8	Grade 10	Level of Significance
1. encourage co-operation among students	4.51	4.52	4.30		.0000
2. encourage students to participate in decision-making					
3. listen to students and try to show them you care about them	4.75 (1)[b]	4.78 (1)	4.64 (1)	4.59 (2)	.001
4. give recognition to students who participate in extra-curricular activities					
5. use positive, non-verbal communication	4.55 (4)	4.59 (5)	4.38	4.30	.0001
6. encourage adults in your school to be aware of the feelings of students					
7. encourage students to participate in extra-curricular activities					
8. let students know that you trust them	4.27	4.46	4.25	4.07	.0000
9. relay positive comments about students to their parents	4.28	4.30			.0000
10. write constructive comments on students' work	4.35	4.34	4.11	4.04	.0001
11. make positive comments to students	4.67 (2)	4.65 (3)	4.51 (4)	4.53 (3)	.01
12. be a positive model for your students	4.66 (3)	4.67 (2)	4.58 (2)	4.65 (1)	n.s.
13. tell students about your own interests					

TABLE VIII.1 (ii) (Continued)

Method	Grade 3	Grade 6	Grade 8	Grade 10	Level of Significance
14. take adequate time to explain to students concepts they don't understand	4.39	4.39	4.38	4.40 (5)	n.s.
15. remember special things about your students					
16. help students learn respect for the rights and feelings of others	4.50	4.55	4.45 (5.5)	4.24	.0000
17. recognize and acknowledge students outside of class time	4.13	4.29	4.27	4.35	.05
18. avoid criticizing students in front of their peers					
19. encourage positive remarks from one student to another	4.25	4.35	4.20		.0000
20. help students build on their strengths	4.29	4.38	4.24	4.03	.0000
21. give students opportunities to show their peers that they can do well	4.37	4.31	4.22		.0000
22. provide students with opportunities for success	4.51	4.54	4.42	4.30	.001
23. develop a sense of humour with students	4.26	4.50	4.40	4.23	.01
24. recognize and acknowledge students' feelings	4.41	4.57	4.45 (5.5)	4.29	.0001
25. discourage negative remarks from one student to another	4.54 (5)	4.62 (4)	4.52 (3)	4.41 (4)	.05

[a]Responses were made on a scale of 0-5 where 0 = Haven't used this, to 5 = Of very great use.

[b]Ranks are indicated for the top five methods selected at each grade with 1 = selected most often.

TABLE VIII.2

GRADE 3 TEACHER PERCEPTIONS OF THE EXTENT OF USEFULNESS (IN PER CENT) OF SELECTED METHODS IN THE DEVELOPMENT OF POSITIVE STUDENT SELF-ESTEEM

Method	Extent of Usefulness[a]					
	0	1	2	3	4	5
1. encourage co-operation among students	0	0	0	7	34	58
2. encourage students to participate in decision-making	1	0	3	42	33	21
3. listen to students and try to show them you care about them	0	0	0	3	18	77
4. give recognition to students who participate in extra-curricular activities	1	2	4	42	32	18
5. use positive, non-verbal communication	0	0	1	7	29	62
6. encourage adults in your school to be aware of the feelings of students	6	2	7	38	29	16
7. encourage students to participate in extra-curricular activities	1	1	3	39	33	21
8. let students know that you trust them	1	1	1	13	41	44
9. relay positive comments about students to their parents	0	0	1	15	40	44
10. write constructive comments on students' work	0	1	1	11	38	49
11. make positive comments to students	0	0	0	3	28	69
12. be a positive model for your students	0	0	0	3	27	69
13. tell students about your own interests	1	2	9	39	27	21

TABLE VIII.2 (Continued)

Method	Extent of Usefulness[a] 0	1	2	3	4	5
14. take adequate time to explain to students concepts they don't understand	0	0	1	8	41	49
15. remember special things about your students	1	1	5	26	39	28
16. help students learn respect for the rights and feelings of others	0	0	1	8	32	58
17. recognize and acknowledge students outside of class time	1	1	1	18	45	35
18. avoid criticizing students in front of their peers	0	3	6	29	33	27
19. encourage positive remarks from one student to another	0	0	3	12	42	42
20. help students build on their strengths	1	0	1	9	46	42
21. give students opportunities to show their peers that they can do well	0	1	0	10	38	50
22. provide students with opportunities for success	0	0	0	7	35	57
23. develop a sense of humour with students	0	0	1	13	45	40
24. recognize and acknowledge students' feelings	0	0	0	10	39	50
25. discourage negative remarks from one student to another	0	0	2	6	28	63

[a]Responses were made on a 6-point scale where 0 = Haven't used this method to 5 = Of very great use.

TABLE VIII.3

GRADE 6 TEACHER PERCEPTIONS OF THE EXTENT OF USEFULNESS (IN PER CENT) OF SELECTED METHODS IN THE DEVELOPMENT OF POSITIVE STUDENT SELF-ESTEEM

Method	Extent of Usefulness[a]					
	0	1	2	3	4	5
1. encourage co-operation among students	0	0	0	8	31	60
2. encourage students to participate in decision-making	0	0	3	39	31	26
3. listen to students and try to show them you care about them	0	0	0	2	19	80
4. give recognition to students who participate in extra-curricular activities	1	1	4	31	35	29
5. use positive, non-verbal communication	0	0	1	9	21	69
6. encourage adults in your school to be aware of the feelings of students	6	3	10	26	37	18
7. encourage students to participate in extra-curricular activities	0	1	2	30	30	37
8. let students know that you trust them	0	0	1	9	31	58
9. relay positive comments about students to their parents	0	1	0	16	36	47
10. write constructive comments on students' work	0	1	0	11	42	47
11. make positive comments to students	0	0	0	1	33	66
12. be a positive model for your students	0	0	0	3	27	70
13. tell students about your own interests	0	1	4	36	34	25

TABLE VIII.3 (Continued)

Method	Extent of Usefulness[a] 0	1	2	3	4	5
14. take adequate time to explain to students concepts they don't understand	0	0	1	9	42	48
15. remember special things about your students	1	1	6	34	36	22
16. help students learn respect for the rights and feelings of others	0	0	0	4	36	59
17. recognize and acknowledge students outside of class time	0	0	1	13	42	44
18. avoid criticizing students in front of their peers	1	0	5	25	37	32
19. encourage positive remarks from one student to another	0	0	1	12	39	48
20. help students build on their strengths	0	0	1	9	42	48
21. give students opportunities to show their peers that they can do well	0	0	1	10	45	44
22. provide students with opportunities for success	0	0	0	6	35	60
23. develop a sense of humour with students	0	1	0	8	31	60
24. recognize and acknowledge students' feelings	0	0	1	3	35	62
25. discourage negative remarks from one student to another	0	0	0	6	27	68

[a]Responses were made on a 6-point scale where 0 = Haven't used this method to 5 = Of very great use.

TABLE VIII.4

GRADE 8 TEACHER PERCEPTIONS OF THE EXTENT OF USEFULNESS (IN PER CENT) OF SELECTED METHODS IN THE DEVELOPMENT OF POSITIVE STUDENT SELF-ESTEEM

Method	Extent of Usefulness[a]					
	0	1	2	3	4	5
1. encourage co-operation among students	0	1	2	13	37	48
2. encourage students to participate in decision-making	1	1	5	41	37	15
3. listen to students and try to show them you care about them	0	0	0	4	28	68
4. give recognition to students who participate in extra-curricular activities	1	2	4	33	31	29
5. use positive, non-verbal communication	0	1	3	12	28	57
6. encourage adults in your school to be aware of the feelings of students	2	4	8	42	26	18
7. encourage students to participate in extra-curricular activities	1	1	5	25	30	37
8. let students know that you trust them	0	1	2	15	37	45
9. relay positive comments about students to their parents	1	1	2	28	37	31
10. write constructive comments on students' work	2	1	3	16	36	42
11. make positive comments to students	0	0	0	6	37	57
12. be a positive model for your students	0	0	1	7	27	66
13. tell students about your own interests	1	2	10	41	31	15

TABLE VIII.4 (Continued)

Method	Extent of Usefulness[a] 0	1	2	3	4	5
14. take adequate time to explain to students concepts they don't understand	0	0	1	8	43	48
15. remember special things about your students	1	2	10	35	33	21
16. help students learn respect for the rights and feelings of others	0	0	1	10	32	56
17. recognize and acknowledge students outside of class time	0	0	0	2	16	37
18. avoid criticizing students in front of their peers	0	2	5	32	30	32
19. encourage positive remarks from one student to another	0	0	3	17	37	43
20. help students build on their strengths	0	1	0	15	44	40
21. give students opportunities to show their peers that they can do well	0	0	2	13	47	38
22. provide students with opportunities for success	0	0	1	11	35	54
23. develop a sense of humour with students	0	0	1	11	35	53
24. recognize and acknowledge students' feelings	0	0	0	8	40	53
25. discourage negative remarks from one student to another	0	1	1	8	29	62

[a]Responses were made on a 6-point scale where 0 = Haven't used this method to 5 = Of very great use.

TABLE VIII.5

GRADE 10 TEACHER PERCEPTIONS OF THE EXTENT OF USEFULNESS (IN PER CENT) OF SELECTED METHODS IN THE DEVELOPMENT OF POSITIVE STUDENT SELF-ESTEEM

Method	Extent of Usefulness[a]					
	0	1	2	3	4	5
1. encourage co-operation among students	0	2	3	27	33	34
2. encourage students to participate in decision-making	2	6	9	40	29	13
3. listen to students and try to show them you care about them	0	0	1	5	27	66
4. give recognition to students who participate in extra-curricular activities	5	3	12	36	26	17
5. use positive, non-verbal communication	0	1	3	11	38	48
6. encourage adults in your school to be aware of the feelings of students	11	8	12	34	18	14
7. encourage students to participate in extra-curricular activities	3	5	15	33	23	21
8. let students know that you trust them	1	0	2	25	36	37
9. relay positive comments about students to their parents	3	2	3	30	37	25
10. write constructive comments on students' work	1	2	3	17	43	34
11. make positive comments to students	0	0	0	4	39	57
12. be a positive model for your students	0	0	0	4	26	69
13. tell students about your own interests	3	6	13	36	24	17

TABLE VIII.5 (Continued)

Method	Extent of Usefulness[a] 0	1	2	3	4	5
14. take adequate time to explain to students concepts they don't understand	0	0	1	9	39	50
15. remember special things about your students	6	2	10	33	29	18
16. help students learn respect for the rights and feelings of others	1	0	4	13	35	47
17. recognize and acknowledge students outside of class time	1	0	0	12	36	50
18. avoid criticizing students in front of their peers	1	2	5	20	35	36
19. encourage positive remarks from one student to another	5	2	6	23	37	27
20. help students build on their strengths	2	0	2	18	46	33
21. give students opportunities to show their peers that they can do well	3	2	2	22	42	30
22. provide students with opportunities for success	0	0	2	12	38	47
23. develop a sense of humour with students	1	1	3	13	36	46
24. recognize and acknowledge students' feelings	0	0	2	11	43	43
25. discourage negative remarks from one student to another	0	0	2	12	29	57

[a]Responses were made on a 6-point scale where 0 = Haven't used this method to 5 = Of very great use.

- use positive, non-verbal communication
- let students know you trust them
- write constructive comments on student's work
- take adequate time to explain to students concepts they don't understand
- help students learn respect for the rights and feelings of others
- recognize and acknowledge students outside of class time
- help students build on their strengths
- provide students with opportunities for success
- develop a sense of humour with students
- recognize and acknowledge students' feelings.

A section was provided for teachers to list other methods they found useful. A summary of suggestions made showed that most were variations on the methods already included in the questionnaire.

Teachers were also asked to select the methods which were, in their opinion, most effective in the development of positive student self-esteem. Table VIII.6 presents the percentage of teachers selecting each method as one of the top five, as well as an indication of the top five methods, within grade, according to these percentages. Three of the methods chosen by teachers in all grades as most useful were also shown to be the most effective in their opinion (Table VIII.1(i)). The top-ranked method was "listen to students and try to show them you care", followed by "be a positive model for your students", and "make positive comments to students". An additional effective method was "provide students with opportunities for success". "Use positive, non-verbal communication" was selected by Grades 3 and 10 teachers,

TABLE VIII.6

METHODS TEACHERS PERCEIVE TO BE MOST EFFECTIVE IN THE DEVELOPMENT OF POSITIVE SELF-ESTEEM IN STUDENTS

Method	Per Cent Selecting Methods[a]			
	Grade 3	Grade 6	Grade 8	Grade 10
1. encourage co-operation among students	24.2	18.7	20.3	15.1
2. encourage students to participate in decision-making	7.7	5.4	7.6	6.3
3. listen to students and try to show them you care about them	56.6 (1)[b]	59.0 (1)	48.8 (1)	47.3 (1)
4. give recognition to students who participate in extra-curricular activities	2.2	1.8	6.4	4.2
5. use positive, non-verbal communication	41.2 (3)	33.1	29.1	33.5 (5)
6. encourage adults in your school to be aware of the feelings of students	.5	1.2	1.7	.8
7. encourage students to participate in extra-curricular activities	3.3	4.8	10.5	6.7
8. let students know that you trust them	16.5	27.1 (5)	20.3	20.5
9. relay positive comments about students to their parents	11.5	10.2	9.3	8.4
10. write constructive comments on students' work	19.2	18.7	15.1	20.1
11. make positive comments to students	45.1 (2)	40.4 (3)	31.4 (5)	42.3 (3)
12. be a positive model for your students	41.2 (3)	43.4 (2)	48.3 (2)	45.6 (2)
13. tell students about your own interests	.5	3.6	1.2	5.0

TABLE VIII.6 (Continued)

Method	Per Cent Selecting Methods[a] Grade 3	Grade 6	Grade 8	Grade 10
14. take adequate time to explain to students concepts they don't understand	18.7	15.1	20.9	25.9
15. remember special things about your students	8.2	5.4	5.2	6.3
16. help students learn respect for the rights and feelings of others	31.3	25.9	32.6 (3)	25.9
17. recognize and acknowledge students outside of class time	2.7	4.8	12.8	27.2
18. avoid criticizing students in front of their peers	8.8	10.8	14.0	15.1
19. encourage positive remarks from one student to another	15.9	17.5	14.5	7.5
20. help students build on their strengths	20.9	20.5	21.5	17.6
21. give students opportunities to show their peers that they can do well	26.9	19.3	15.7	9.2
22. provide students with opportunities for success	35.2 (5)	36.1 (4)	32.0 (4)	38.1 (4)
23. develop a sense of humour with students	11.5	19.3	23.3	19.2
24. recognize and acknowledge students' feelings	16.5	24.7	19.8	20.1
25. discourage negative remarks from one student to another	12.6	14.5	17.4	17.6

[a]A maximum total of percentages is 500 per cent in each grade level since teachers were given five choices.

[b]Ranks are indicated for the top five methods selected at each grade, with 1 = selected most often.

"let students know that you trust them" by Grade 6 only, and "help students learn respect for the rights and feelings of others" by Grade 8 teachers.

Teachers were invited to make additional comments, but too few were received to justify inclusion in this report.

IX. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The Student Self-Esteem Sub-Committee was established to deal with one of the seven areas to be considered in Scarborough's Co-operative Evaluation and Development of School Systems project being conducted in co-operation with the Ministry of Education. The specific facets of this topic which the Committee elected to investigate were the general level of student self-esteem in the Scarborough student population, what teaching methods are important to students, and whether they perceive their teachers as using these methods enough for them. In addition, members wished to determine whether or not teachers hold the development of positive self-esteem in students as a significant classroom objective, and what methods they find useful and effective in this endeavour.

The results have been discussed in detail in the previous chapters. This summary, however, draws all this information together for comparative purposes. While the stated purposes do not suggest such a comparison, it is interesting to look at the students' needs and perceptions in relation to the teachers' perceptions. By doing this, areas showing need for attention emerge.

Generally, the level of student self-esteem in Scarborough is higher now in Grades 3, 6, and 8 than it was in 1977-78. It is also higher in Grades 3, 6, 8, and 10 than it was in the American norms group (Grades 4 to 12 inclusive, 1969). Of importance also is the fact that there is a significant difference in self-esteem across the grades. Clearly, self-esteem is lowest at the intermediate level, particularly in Grade 10. These differences manifest themselves in spite of the evidence that Scarborough teachers at all

grade levels (JK to 10) held the development of positive student self-esteem as the top affective classroom objective. (In interpreting all these data, the reader should bear in mind that the design of this study is cross-sectional, rather than longitudinal. Without a longitudinal study, it may not be concluded that self-esteem scores necessarily decline as students proceed through the grades.)

To facilitate comparison and interpretation of findings about teaching methods presented in the results sections of this report, a summary (Table IX.1) was created from the following sources:

(a) Student perceptions of the importance of selected teaching methods (Table V.1(ii)).

(b) Relationship of student self-esteem and the importance students attached to selected teaching methods (Table V.3). Listed are only those methods where the relationships were significantly strong (i.e., where students with high self-esteem would tend to list a method as very important and students with low self-esteem would tend to list a method as not important).

(c) Student perceptions of the extent of use of selected teaching methods (Table VI.1(ii)).

(d) Teacher ratings of the usefulness of selected teaching methods in the development of positive student self-esteem (Table VIII.1(ii)).

(e) Teacher perceptions of the five most effective teaching methods in the development of positive student self-esteem (Table VIII.6).

TABLE IX.1

SUMMARY OF STUDENT AND TEACHER PERCEPTIONS REGARDING TEACHING METHODS AND THEIR RELATIONSHIP TO SELF-ESTEEM

Methods (Teacher item is in brackets)	Student Perceptions of Importance of Methods (2.2-3.0) Grade 3	6	8	10	Grade at Which There Is A Relationship between Student Self-esteem and Importance of Teaching Methods	Student Perceptions of Extent of Use (1.8-2.2) Grade 3	6	8	10	Teacher Perceptions of Usefulness of Methods (4.0-5.0) Grade 3	6	8	10	5 Most Effective Teaching Methods Grade
Comparable Student and Teacher Data														
1. Take time to explain things (take time to explain to students concepts they don't understand)	X	X	X	X		X	X	-	-	X	X	X	X	
2. Trust me (let students know you trust them)	X	X	X	X	Grade 10	X	X	X	X	X	X	X	X	6
3. Listen to me (listen to students and try to show them you care about them)	X	X	X	X	Grade 8	X	X	-	-	X	X	X	X	3,6,8,10
4. Help me learn to work with others (encourage co-operation among students)	X	X	X	X	Grade 10	X	X	X	-	X	X	X	-	
5. Nice to me (make positive comments to students)	X	X	X	X	Grade 3	X	X	X	X	X	X	X	X	3,6,8,10
6. Give me work I can do well (provide students with opportunities for success)	X	-	-	X	Grades 8 and 10	X	X	X	-	X	X	X	X	3,6,8,10
7. Tell me about themselves (tell students about your own interests)	-	-	-	-		-	X	X	-	-	-	-	-	

TABLE 18.1 (Continued)

Methods (Teacher item is in brackets)	Student Perceptions of Importance of Methods (2.2-3.0) Grade 3	6	8	10	Grade at which There is A Relationship between Student Self-esteem and Importance of Teaching Methods	Student Perceptions of Extent of Use (1.8-2.2) Grade 3	6	8	10	Teacher Perceptions of Usefulness of Methods (4.0-5.0) Grade 3	6	8	10	5 Most Effective Teaching Methods Grade
8. Say nice things about my work (help students build on their strengths)	X	X	X	X		-	X	-	-	X	X	X	X	
9. Look happy to see me (positive non-verbal communication)	-	-	-	-		-	X	-	-	X	X	X	X	3
10. Remember special things about me (remember special things about your students)	X	-	-	-		X	-	-	-	-	-	-	-	
11. Understand how I feel (recognize and acknowledge student's feelings)	X	X	X	X	Grades 3 and 10	X	-	-	-	X	X	X	X	
12. Show interest in things I can do outside the classroom (recognize and acknowledge students outside of class time)	-	-	-	-	Grades 6 and 8	X	-	-	-	X	X	X	X	
13. Let me help with classroom rules (encourage students to participate in decision-making in the classroom)	-	-	-	-	Grade 3	-	-	-	-	-	-	-	-	
Student Data Only														
14. Help me feel good about myself (no comparable teacher item)	X	X	X	X	Grade 10	X	X	-	-	--------NO TEACHER DATA--------				
15. Display my work	-	-	-	-		-	-	-	-	--------NO TEACHER DATA--------				

TABLE IX.1 (Continued)

Methods (Teacher item is in brackets)	Student Perceptions of Importance of Methods (2.2-3.0) Grade 3	6	8	10	Grade at Which There Is A Relationship between Student Self-esteem and Importance of Teaching Methods	Student Perceptions of Extent of Use (1.8-2.2) Grade 3	6	8	10	Teacher Perceptions of Usefulness of Methods (4.0-5.0) Grade 3	6	8	10	5 Most Effective Teaching Methods Grade
Teacher Data Only														
16. No comparable student item (be a positive model to your students)	NO STUDENT DATA									X	X	X	X	3,6,8,10
17. No comparable student item (write constructive comments on students' work	NO STUDENT DATA									X	X	X	X	
18. No comparable student item (develop a sense of humour with students)	NO STUDENT DATA									X	X	X	X	
19. No comparable student item (discourage negative remarks from one student to another)	NO STUDENT DATA									X	X	X	X	
20. No comparable student item (help students learn respect for the rights and feelings of others)	NO STUDENT DATA									X	X	X	X	8
21. No comparable student item (encourage positive remarks from one student to another)	NO STUDENT DATA									X	X	X	-	
22. No comparable student item (give students opportunities to show their their peers they can do well	NO STUDENT DATA									X	X	X	-	

TABLE IX.1 (Continued)

Methods (Teacher item is in brackets)	Student Perceptions of Importance of Methods (2.2-3.0) Grade 3	6	8	10	Grade at Which There Is A Relationship between Student Self-esteem and Importance of Teaching Methods	Student Perceptions of Extent of Use (1.8-2.2) Grade 3	6	8	10	Teacher Perceptions of Usefulness of Methods (4.0-5.0) Grade 3	6	8	10	5 Most Effective Teaching Methods Grade
23. No comparable student item (relay positive comments about students to their parents)	---------- NO STUDENT DATA ----------									X	X	-	-	
Teacher Data Only (Methods Not Useful)														
24. No comparable student item (give recognition to students who participate in extra-curricular activities)	---------- NO STUDENT DATA ----------									-	-	-	-	
25. No comparable student item (encourage adults in your school to be aware of the feelings of students)	---------- NO STUDENT DATA ----------									-	-	-	-	
26. No comparable student item (encourage students to participate in extra-curricular activities	---------- NO STUDENT DATA ----------									-	-	-	-	
27. No comparable student item (avoid criticizing students in front of their peers)	---------- NO STUDENT DATA ----------									-	-	-	-	

With reference to column one of Table IX.1, it will be observed that an attempt has been made to equate (in brackets) wherever possible the 25 specific teaching methods listed on the teacher questionnaire with the 15 more general methods presented to the students on their questionnaire. (This procedure also required that the methods be re-numbered for presentation in the new table.) Sub-headings have been used to divide the methods into four categories, those methods for which there is:

(a) comparable student and teacher data

(b) student data only

(c) teacher data only

(d) teacher data only (methods not useful)

Beginning with method #1 under "Comparable Student and Teacher Data", it will be noted that it was important to students that the teacher take time to explain things, although this was not significantly related to a measure of student self-esteem. However, only in Grades 3 and 6 did students perceive teachers doing this enough for them, even though teachers said it was useful to do this to develop positive student self-esteem. On the other hand, teachers did not see this as one of the five most effective methods.

Students felt method #2, trust, was important, and it was significantly related to student self-esteem at the Grade 10 level. This means that Grade 10 students with high self-esteem selected this method as being very important. Students in all grades thought this method was happening enough and teachers said it was useful, especially in Grade 6.

Method #3, listening to students, was selected as being very important to students in all grades, yet only students in Grades 3 and 6 felt this was happening enough. It will be noted that this method was significantly related

to student self-esteem at the Grade 8 level, although these Grade 8 students did not feel this was happening enough. It is noteworthy, however, that teachers in all grades said this method was useful. All four teacher groups also rated this among the top five in effectiveness.

All students said learning to work with others (method #4) was important, and this was significantly related to self-esteem in Grade 10. However, Grade 10 students did not perceive this as happening enough. It is important to note also that, though this method was related to student self-esteem in Grade 10, the Grade 10 teachers did not perceive it as the most useful way of developing positive self-esteem.

Not only did the students think it was important that their teachers be nice to them (method #5), but they also perceived this as happening enough. Moreover, teachers felt it was so useful that they rated it in the top five in all grades. At the Grade 3 level, this method was significantly related to student self-esteem.

The idea that students get work they can do well (method #6) was important only to those in Grades 3 and 10. However, in Grade 8 and 10, this method was related to self-esteem in students. This is important to remember when looking at extent, because Grade 10 students did not see this as happening enough, although the teachers in all grades said it was useful and rated it in the top five.

Students did not feel it was of great importance that teachers tell them about themselves (method #7), teachers did not feel this was a useful method, and it was not related to student self-esteem.

Having teachers say nice things about students' work (method #8) was perceived as important to students at all grade levels and was seen as a useful method by teachers. In spite of this, only Grade 6 students felt this happened enough in their classrooms. This method did not appear to be related to student self-esteem.

It will be noted that, while students did not think it was of great importance that teachers look happy to see them (method #9), teachers thought this type of positive non-verbal communication was useful, and especially effective at the Grade 8 level. This method was not related to the self-esteem of students.

Only students in Grade 3 thought that teachers should remember special things about them (method #10), and they perceived this to be happening enough. However, teachers did not see this as a useful method, and it was not related to self-esteem.

Students in all grades thought it was important that teachers understand how they feel (method #11). This was also significantly related to student self-esteem in Grades 3 and 10. While teachers in all grades said this was a useful method, only Grade 3 students perceived it as happening enough. It should be noted that Grade 10 students did not perceive this as happening enough, and it was related to their self-esteem.

Method #12 was not seen as of great importance to students, yet teachers showing interest in things students did outside the classroom was related to self-esteem in Grades 6 and 8. Teachers, on the other hand, did perceive the method as useful. Only Grade 3 students saw this as happening enough.

Method #13, is unique in that, although no one felt letting students help with classroom rules was useful or important, it was still significantly related to student self-esteem in Grade 3.

While there was no comparable teacher item for method #14, helping students feel good about themselves, under the "Student Data Only" category, the evidence that teachers were doing this can be found in the results of the general self-esteem testing. Scarborough students in all grades scored above the American norms group for Grades 4 to 12 inclusive (1969) and, in Grades 3, 6, and 8, scored higher than the Scarborough norms groups in 1977-78 (see Table IV.2). Because the self-esteem measure reflected many factors besides those related directly to teachers, it is not valid to attribute this improvement only to teachers. However, it is clear that some factors which affect students' feelings about themselves are operating.

Displaying students' work (method #15) was not important to students or seen by them as being used by teachers.

Methods #16-23 in the "Teacher Data Only" category were quite specific and did not have student items which could be considered comparable. Teachers at all four grade levels perceived the following methods to be useful in the development of positive self-esteem in their students. (It will also be noted that all four groups of teachers felt that being a positive model to students (method #16) was most effective.)

16. be a positive model to your students
17. write constructive comments on students' work (may be combined with item #8)
18. develop a sense of humour with students
19. discourage negative remarks from one student to another
20. help students learn respect for the rights and feelings of others (considered especially effective in Grade 8)

Methods #21 to #23 were useful, in most cases, to Grades 3, 6, and 8 teachers.

For methods #24-27, only teacher data was collected. It will be noted that teachers in all grades surveyed did not feel these methods were most useful in the development of positive self-esteem in their students.

Conclusions

The Ministry of Education, Ontario, has included as a program objective in many of its curriculum guides the development of positive self-esteem in students. Furthermore, this objective is reflected in many Scarborough Board of Education curriculum guidebooks. The questions posed in this study attempted to determine what is actually happening in the schools. What is the general level of student self-esteem? Do teachers hold the development of self-esteem as a significant classroom objective? What methods do they find useful in this endeavour, and which ones do students perceive them using? What are the methods which are seen as important to students, and which ones are significantly related to their self-esteem? Finally, which areas need support for improvement?

Student Self-Esteem

This research has shown the level of general student self-esteem to be higher than in 1977-78 in Grades 3, 6, and 8, and higher than in the U.S. norms group for Grades 4 to 12 inclusive in 1969. This finding, when combined with results which indicate that classroom teachers in junior kindergarten through to and including Grade 10 place the development of positive student self-esteem as the number one classroom objective, shows a positive trend in Scarborough schools. There is, however, a difference between student self-esteem in Grade 8 and Grade 10. In addition, Grade 6 students in a Kindergarten to Grade 8 school have significantly lower self-esteem than in a

Kindergarten to Grade 6 school. Based on these findings, more attention needs to be directed to supporting both the teachers and students in these populations. Furthermore, the need for continued emphasis on the development of positive student self-esteem is evident in that, as cited in the introduction of this study, Coopersmith (1967) found self-esteem to be a better predictor of a child's future success in school than intelligence.

Perceptions of Students and Teachers Regarding Methods Used to Develop Positive Student Self-Esteem

As discussed earlier in this chapter, some teaching methods were seen as both important to students and useful to teachers (at all four grade levels studied) in the development of positive self-esteem (Table IX.1, methods 1, 2, 3, 5, 8, 11). However, for Grade 8 and 10 students especially, there was often a discrepancy when student perception of importance and teacher perception of usefulness are compared with the extent to which students perceived these methods as happening enough for them (Table IX.1, methods 1, 3, 4, 6, 8, 11, 12). For example, students said it was important teachers listen to them (method #3), and teachers said this was useful in the development of student self-esteem. However, Grade 8 and 10 students did not see teachers as doing this enough. In most cases, these methods were significantly related to self-esteem at either the Grade 8 or 10 levels (Table IX.1, methods 3, 4, 6, 11, and 12). In view of the relationship of these methods to student self-esteem, it becomes important now to focus on the intermediate division in terms of teacher awareness and support for the use of these methods.

Discussion of Conclusions

The subject of this research was student self-esteem, and the findings related specifically to students and to methods teachers use to help students feel better about themselves. However, during the last two meetings of the sub-committee, at which time members were formulating recommendations, the topic of teacher self-esteem was raised. How can teachers help students feel good about themselves if they, as teachers, do not feel good about themselves? As Felker (1974) states in his description of the "Five Keys to Better Self-Concept" program for students, the number one key is "Adults, praise yourself" since "they [teachers] frequently get their own self-image so involved in the teaching activity that they forget that the primary purpose is to teach the children".[1]

While this point is not directly related to any of the recommendations formulated, the sub-committee members felt that it was essential to have their interest in the field of teacher self-esteem noted.

Recommendations

Following are the recommendations formulated by the CEDSS Student Self-Esteem Sub-committee:

1. That a summary of the results of the study conducted by the CEDSS Student Self-Esteem Sub-Committee be made available to:

   (a) the community

   (b) the staff of the Scarborough Board of Education

---

[1]Donald W. Felker, Building Positive Self-Concepts. Burgess Publishing Company, Minnepolis, Minnesota, 1974, p. 69.

2. That the Program Department establish the development of positive student self-esteem as a departmental objective and that a committee be established to co-ordinate the implementation of the recommendations of the sub-committee.

3. That additional in-service programs be designed to assist all educators in developing positive self-esteem in students, particularly in the Intermediate Division.

4. That appropriate materials which delineate methods and strategies useful in developing positive student self-esteem be developed to support the in-service programs.

5. That available classroom approaches/programs designed primarily to develop positive self-esteem be investigated and recommendations made for the future use of these programs in Scarborough schools (particularly in the Intermediate Division).

6. That the present CEDSS student self-esteem study be extended into Grades 11 and 12.

7. That further analysis of the present Piers-Harris data be conducted in order to determine the relationship between student self-esteem in general and the subset of items identified as the "intellectual and school status".

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APPENDIX A

INTERIM REPORT NO. 1

INTERIM REPORT No. 1

PROPOSED EVALUATION QUESTIONS

Prepared by: CEDSS Student Self-Concept, Motivation, and Morale
Sub-Committee Members.

October 1, 1981

The CEDSS sub-committee, which was established to investigate student self-concept, motivation, and morale, began meeting in the middle of June, 1981. In the initial stages, the committee members suggested many questions which they felt needed to be investigated by this committee. These questions were categorized into five major areas: "Teacher/School Staff Influences"; "Parent/Community Expectations", "Student Characteristics/Outcomes"; "Measurement", and "School Influences Other Than Teacher". In addition, the questions were identified as relating to "self-concept", "motivation", and/or "morale". Since it was established that "Measurement" was indeed integral to the other four categories, and to the overall accountability nature of CEDSS, this category was eliminated.

When asked to rank the remaining four categories, the committee members selected: "Teacher/School Staff Influences" and "Student Characteristics/Outcomes" in that order. In a discussion which followed this decision, members elected to change the term "self-concept" to "self-esteem", self-concept being simple awareness of self (e.g., hair colour, feelings one has, etc.,) and self-esteem being the value one places on that attribute (e.g., happy with brown hair, satisfaction with feelings, etc.,).

Over the summer, members were requested to choose two questions from each of the selected categories and to state them in researchable terms, or add any they felt were missing. This was to be done after considering the existing objectives, the purposes of CEDSS, and the research feasibility of each question. These were to be submitted to the Research Assistant on the sub-committee for summarization for the next meeting. The original questions, along with the additional ones in each category, were set up by the Research Assistant in a suggested rank order.

At the next meeting, the members of the full sub-committee discussed the questions and then ranked them within each of the two categories. A working committee computed the ranking for the evaluation questions. In the "Teacher/School Staff Influences" category, two major questions were selected since they were separated only by .8 in the rankings. Under the "Student Characteristics/Outcomes" category, one question was selected and rephrased to include all components. An additional question was created which relates to a similar question given in the teacher category. The final questions are as follows:

A. Teachers

1. Do teachers hold the development of positive self-esteem in students as a significant classroom objective?

2. a) What do teachers believe to be a useful approach which encourages the development of posi'ive self-esteem in students?

   b) What do they say they do to encourage the development of positive self-esteem?

   c) To what extent do they use these techniques?

B. Students

1. What is the measured level of self-esteem in various sub-populations of Scarborough students?

2. What do students say teachers do that makes them feel good about themselves?

It is evident that the committee selected questions relating to self-esteem alone. The members felt that morale was, indeed, group self-esteem. In addition, literature was provided which indicated that teacher encouragement leads to the development of positive self-esteem in students which may, in turn, lead to students being motivated.

In view of the potentially large size of this study, and since the areas of self-concept, motivation, and morale appear to be inter-related, the committee members elected to concentrate solely on a study of student self-concept (self-esteem).

The attached chart relates the selected evaluation questions to Ministry goals and Scarborough program objectives and outlines the research questions and implications these have for data collection.

Some Objectives

Ministry

P.E.: Curr.Guide for Int. Div., 1978

- to help students develop increased self-awareness and a positive self-concept

Guidance: Curr. Guide for Int. Div., 1978

- to develop a positive and realistic self-concept

Scarborough

Jr. Div. Elem. Guidance Guide, 1978

- recognize ways we unconsciously affect each other's sense of self worth

Sr. Div., Vis. Arts, 1978-79

- through positive art experiences, an indiv. can become more aware of himself and the value of his ideas.

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Evaluation Questions (Teachers)

1. Do teachers hold the development of positive self-esteem in students as a significant classroom objective?

2. (a) What do teachers believe to be a useful approach which encourages the development of positive self-esteem in students?

   (b) What do they say they do to encourage the development of positive self-esteem?

   (c) To what extent do they use these techniques?

Research Questions (Teachers)

1. Recent Scarborough study may have applicable information

2. (a) What approaches are there?
   - student-teacher rapport
   - negative/positive reinforcement
   - authoritarian vs. non-authoritarian
   - custodial vs. humanistic

   (b) Which do they feel they use in their own classes?

   (c) To what extent are they actually used?

Data Collection (Possible Methods) (Teacher)

1. Information in recent Scarborough study

2. (a) & (b)
   - survey literature
   - interview teachers for categories
   - incorporate categories in survey
   - breakdown results by division and type of school

   (c) - verbal report
   - classroom observation

Sample

- to be chosen from Elementary and Secondary teachers

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Some Objectives	Evaluation Questions (Students)	Research Questions (Students)	Data Collection (Possible Methods) (Students)	Sample
Ministry Ed. in Primary & Jr. Div., 1975 - children will be provided with opp. to dev. and maintain confidence and a sense of self worth Accountancy: Curr. Guide for Int. & Sr. Div., 1978 - all courses in accounting shall help students to dev. a pos. sense of self-worth & respect for others **Scarborough** Program and the 4-yr-old, 1980 - to provide the opp. for the child to grow in understanding of himself.	1. What is the measured level of self-esteem in various sub-populations of Scarborough students? 2. What do students say teachers do that makes them feel good about themselves?	1. (a) measure general level of self-esteem i) by division - primary - Gr.3 - junior - Gr.6 - int. - Gr.8 - Sec. - Gr.7 ii) by type of school within each grade - K-6 - K-8 - Sr. P.S. - Sec. 2. Are there variations by grade or type of school in what students say teachers do that makes them feel good about themselves?	1. - Piers Harris Self-concept scale - results can be compared to Scarborough norms at Gr. 3,6 and 8 levels - compare to Amer. norms as well? - compare results by divisions and by type of school within each grade 2. - comparable list to teachers (results of interviews) for survey - compare what teachers say with what students say by grade or generally	- to be chosen from Elementary and Secondary students

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APPENDIX B-1

INTERIM REPORT NO. 2

INTERIM REPORT NO. 2

RESEARCH PLAN

CEDSS STUDENT SELF-CONCEPT, MOTIVATION, AND MORALE
SUB-COMMITTEE

January 14, 1982

Sub-Committee Members:

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CEDSS STUDENT SELF-CONCEPT, MOTIVATION, AND MORALE
SUB-COMMITTEE

Modified Evaluation Questions

The evaluation questions this research study addresses have been modified by the sub-committee to incorporate additional areas of concern. The restated questions are as follows:

A. Teachers

1. Do teachers hold the development of positive self-esteem in students as a significant classroom objective?

2. a) What do teachers believe to be useful approaches which encourage the development of positive self-esteem in students?

   b) What do teachers feel are the most effective approaches which encourage the development of positive self-esteem?

B. Students

1. What is the measured level of self-esteem in various sub-populations of Scarborough students?

2. What approaches do students say teachers use that are important to them as students?

3. To what extent do students perceive teachers using these approaches?

Description of the Population

As originally submitted, Grades 3, 6, and 8 students and teachers in K-6, K-8, and senior public schools will be included in the study. At the secondary level, it was decided that Grade 10 collegiate and occupational students and teachers be included. This grade was selected because the students have had a year to adjust to high school life, and students wishing to drop out have not yet left.

Data Collection

To investigate the stated purposes of the study which relate to teachers, data will be collected in a variety of ways. The results from a Scarborough study entitled *Affective Objectives in Education: Selection, Development Techniques, and Procedures in Measurement*, which was conducted in the 1980-81

school year under contract with the Ministry of Education, Ontario, will be used to show whether classroom teachers hold the development of positive self-esteem in students as a significant classroom objective.

To get a measure of the global self-esteem of Scarborough students in the selected grade levels, the *Piers-Harris Self Concept Inventory (The Way I Feel About Myself)* will be used (Appendix A).

Development of Teacher and Student Questionnaires

In order to determine what to include in a teacher questionnaire concerning what approaches/strategies are used to develop positive self-esteem in students, members of a working committee reviewed the literature included in the package of materials distributed at the initial CEDSS meeting last June. In addition, they informally surveyed teachers at a variety of grade levels to find out what methods they said they used to develop positive self-esteem in their students. While this was being done, students were also asked what teachers did that made them feel good about themselves. The two lists which were developed were arranged into categories. Then, the student and teacher lists were compared. All but a few categories on each were identical. With the total list of categories in mind, a teacher questionnaire (Appendix B) was developed to collect information about whether or not teachers use the suggested approaches/strategies in their classrooms.

If they do use these approaches in an education setting, they are asked to indicate how useful they feel they are in developing self-esteem in students.

The items on the two additional student questionnaires (Appendix C) are more general. Students are asked to indicate how important it is to them that their teachers use each of a variety of methods in the learning environment and whether or not in their perception the teachers use them enough.

Drafts of both the instruments discussed above were given to teachers and students to check clarity of the items and to determine the level of difficulty of the answer scale. Modifications were made as a result of these tryouts. Then, the instruments were pilot tested with some students at each grade level to check adequacy of instructions and to determine timing. Also, a small number of teachers were asked to complete the teacher questionnaire and to make any comments regarding clarity of items.

Sample Selection

While the instruments are being finalized, the student sample will be selected. To obtain a representative sample at each grade level (Grades 3, 6, 8, and 10), with no more than a 5 per cent error, it is necessary to select approximately 450 students at each of the four grade levels. However, it is recognized that, since an information letter is being sent to the parents of the selected students, any refusals would increase the error. The students

will be selected at random within each grade level. The teacher sample in the elementary schools will be made up of those who teach the selected students. In the secondary schools (and possibly the senior public schools), the teachers will be randomly selected since the homeroom teachers might not teach the selected students.

Presentation of the Results

Analysis of the Data

Using student results on the *Piers-Harris Self Concept Inventory*, t-tests will be conducted on means, by type of school within grade, to determine the significance of differences. In addition, the means for Grades 3, 6, and 8 will be compared to existing Scarborough norms obtained in 1977-78 (Appendix D, Tables 1 and 2).

Frequency tables (in per cent) will present information about teaching methods and student perceptions about these methods (Appendix D, Tables 3-5).

In addition, the student and teacher questionnaires in Grades 3 and 6 will be coded so that it will be possible to look at student scores on the self-concept inventory in relation to teaching methods. A regression analysis will be used to select out methods that are most related to student self-concept. This additional analysis will be done if time allows.

Letters

A letter of information is being sent home with the students in the sample (Appendix E). It is hoped that all students will participate. However, parents are asked to call the school principal, the Research Centre, or the Program Department if they have any questions.

Letters to the teachers and principals have been drafted. However, revisions may be necessary in view of the general "CEDSS" day that has been set for collection of data.

Timelines

Plans are to select the sample in mid-January. Letters of information will be sent later in January to parents of students in the sample. It is expected that testing can take place in early February.

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APPENDICES

						1	1
[1	2	3	4	5	6]		

STUDENT QUESTIONNAIRES

THE WAY I FEEL ABOUT MYSELF

(Piers-Harris)

Grade 3, 6, 8, & 10

SCHOOL NAME: _____

[7	8	9	10	11	12	13	14	15]	

Here is a set of statements. Some of them are true of you, so you will circle the answer yes. Some are not true of you, so you will circle the answer no. Answer every question even if some are hard to decide, but do not circle both yes and no. Remember, circle the yes if the statement is generally like you, or circle the no if the statement is generally not like you. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

1. MY CLASSMATES MAKE FUN OF ME	YES	NO	[16]
2. I AM A HAPPY PERSON	YES	NO	[17]
3. IT IS HARD FOR ME TO MAKE FRIENDS	YES	NO	[18]
4. I AM OFTEN SAD	YES	NO	[19]
5. I AM SMART	YES	NO	[20]
6. I AM SHY	YES	NO	[21]
7. I GET NERVOUS WHEN THE TEACHER CALLS ON ME	YES	NO	[22]
8. MY LOOKS BOTHER ME	YES	NO	[23]
	(1)	(2)	

TURN TO NEXT PAGE ...

9. WHEN I GROW UP, I WILL BE AN IMPORTANT PERSON . . . . YES NO [24]

10. I GET WORRIED WHEN WE HAVE TESTS IN SCHOOL . . . . . YES NO [25]

11. I AM UNPOPULAR . . . . . YES NO [26]

12. I AM WELL BEHAVED IN SCHOOL . . . . . YES NO [27]

13. IT IS USUALLY MY FAULT WHEN SOMETHING GOES WRONG . . YES NO [28]

14. I CAUSE TROUBLE TO MY FAMILY . . . . . YES NO [29]

15. I AM STRONG . . . . . YES NO [30]

16. I HAVE GOOD IDEAS . . . . . YES NO [31]

17. I AM AN IMPORTANT MEMBER OF MY FAMILY . . . . . YES NO [32]

18. I USUALLY WANT MY OWN WAY . . . . . YES NO [33]

19. I AM GOOD AT MAKING THINGS WITH MY HANDS . . . . . YES NO [34]

20. I GIVE UP EASILY . . . . . YES NO [35]

21. I AM GOOD IN MY SCHOOL WORK . . . . . YES NO [36]

22. I DO MANY BAD THINGS . . . . . YES NO [37]

23. I CAN DRAW WELL . . . . . YES NO [38]

24. I AM GOOD IN MUSIC . . . . . YES NO [39]

25. I BEHAVE BADLY AT HOME . . . . . YES NO [40]

26. I AM SLOW IN FINISHING MY SCHOOL WORK . . . . . YES NO [41]

27. I AM AN IMPORTANT MEMBER OF MY CLASS . . . . . YES NO [42]

28. I AM NERVOUS . . . . . YES NO [43]

29. I HAVE NICE EYES . . . . . YES NO [44]

30. I CAN GIVE A GOOD REPORT IN FRONT OF THE CLASS . . . . . YES NO [45]

31. IN SCHOOL I AM A DREAMER . . . . . YES NO [46]

32. I PICK ON MY BROTHER(S) AND SISTER(S) . . . . . YES NO [47]

33. MY FRIENDS LIKE MY IDEAS . . . . . YES NO [48]

34. I OFTEN GET INTO TROUBLE . . . . . YES NO [49]

35. I AM OBEDIENT AT HOME . . . . . YES NO [50]

36. I AM LUCKY . . . . . YES NO [51]

(1) (2)

37. I WORRY A LOT . . . . . YES NO [52]

38. MY PARENTS EXPECT TOO MUCH OF ME . . . . . YES NO [53]

39. I LIKE BEING THE WAY I AM . . . . . YES NO [54]

40. I FEEL LEFT OUT OF THINGS . . . . . YES NO [55]

41. I HAVE NICE HAIR . . . . . YES NO [56]

42. I OFTEN VOLUNTEER IN SCHOOL . . . . . YES NO [57]

43. I WISH I WERE DIFFERENT . . . . . YES NO [58]

44. I SLEEP WELL AT NIGHT . . . . . YES NO [59]

45. I HATE SCHOOL . . . . . YES NO [60]

46. I AM AMONG THE LAST TO BE CHOSEN FOR GAMES . . . . . YES NO [61]

47. I AM SICK A LOT . . . . . YES NO [62]

48. I AM OFTEN MEAN TO OTHER PEOPLE . . . . . YES NO [63]

49. MY CLASSMATES IN SCHOOL THINK I HAVE GOOD IDEAS . . . YES NO [64]

50. I AM UNHAPPY . . . . . YES NO [65]

(1) (2)

[1 2 3 4 5 6]

51.	I HAVE MANY FRIENDS	YES	NO [7]
52.	I AM CHEERFUL	YES	NO [8]
53.	I AM DUMB ABOUT MOST THINGS	YES	NO [9]
54.	I AM GOOD LOOKING	YES	NO [10]
55.	I HAVE LOTS OF ENERGY	YES	NO [11]
56.	I GET INTO A LOT OF FIGHTS	YES	NO [12]
57.	I HAVE LOTS OF FRIENDS WHO ARE BOYS	YES	NO [13]
58.	PEOPLE PICK ON ME	YES	NO [14]
59.	MY FAMILY IS DISAPPOINTED IN ME	YES	NO [15]
60.	I HAVE A PLEASANT FACE	YES	NO [16]
61.	WHEN I TRY TO MAKE SOMETHING, EVERYTHING SEEMS TO GO WRONG	YES	NO [17]
62.	I AM PICKED ON AT HOME	YES	NO [18]
63.	I AM A LEADER IN GAMES AND SPORTS	YES	NO [19]
64.	I AM CLUMSY	YES	NO [20]

(1) (2)

TURN TO NEXT PAGE ...

65. IN GAMES AND SPORTS, I WATCH INSTEAD OF PLAY . . . . . YES NO [21]

66. I FORGET WHAT I LEARN . . . . . YES NO [22]

67. I AM EASY TO GET ALONG WITH . . . . . YES NO [23]

68. I LOSE MY TEMPER EASILY . . . . . YES NO [24]

69. I HAVE LOTS OF FRIENDS WHO ARE GIRLS . . . . . YES NO [25]

70. I AM A GOOD READER . . . . . YES NO [26]

71. I WOULD RATHER WORK ALONE THAN WITH A GROUP . . . . . YES NO [27]

72. I LIKE MY BROTHER (SISTER) . . . . . YES NO [28]

73. I HAVE A GOOD BODY . . . . . YES NO [29]

74. I AM OFTEN AFRAID . . . . . YES NO [30]

75. I AM ALWAYS DROPPING OR BREAKING THINGS . . . . . YES NO [31]

76. I CAN BE TRUSTED . . . . . YES NO [32]

77. I AM DIFFERENT FROM OTHER PEOPLE . . . . . YES NO [33]

78. I THINK BAD THOUGHTS . . . . . YES NO [34]

(1) (2)

TURN TO NEXT PAGE ...

79.	I CRY EASILY	YES	NO	[35]
80.	I AM A GOOD PERSON	YES	NO	[36]
		(1)	(2)	

TURN TO NEXT PAGE ...

DRAFT

APPENDIX B

TEACHER QUESTIONNAIRE

SCHOOL NAME: _____

We are trying to find out what teachers do in their classrooms to help their students feel good about themselves (develop positive self-esteem).

The attached questionnaire contains items related to strategies or approaches suggested by teachers as ways of developing positive self-esteem in their students. We should like to know how useful you feel these different techniques are in the development of positive self-esteem and which ones are, in your opinion, most effective. Please glance through all of the items first. Then, consider each item individually and circle the appropriate answer.

There are no right or wrong answers. All individual results will be kept confidential. The code number at the top of the questionnaire allows us to identify the school you are in and the grade level you teach. This number matches that of the student(s) selected from your class to complete the student questionnaires. This identification will allow us to match the strategies/approaches all teachers at your grade level say are useful in developing positive self-esteem with the students' general level of self-esteem to try to isolate those which appear to affect self-concept.

Only group results will be reported.

[1 2 3 4 5 6]

TEACHER QUESTIONNAIRE

[7 8 9 10 11 12 13 14 15]

In your teaching situation, (i.e., classroom, library, etc.), how useful do you feel each of the following strategies or approaches is in helping your students to feel good about themselves? Please circle the answer that best reflects how you feel, with "0" being "haven't used this method" to "5" being of "very great use".

PART A

1.	encourage co-operation among students within the classroom	0	1	2	3	4	5	[16]
2.	encourage students to participate in decision-making in the classroom	0	1	2	3	4	5	[17]
3.	listen to students and try to show them you care about them	0	1	2	3	4	5	[18]
4.	give recognition to students who participate in extra-curricular activities	0	1	2	3	4	5	[19]
5.	use positive, non-verbal communication (e.g., smiles, pats on the back).	0	1	2	3	4	5	[20]
6.	encourage adults in your school to be aware of the feelings of students	0	1	2	3	4	5	[21]
7.	encourage students to participate in extra-curricular activities	0	1	2	3	4	5	[22]
8.	let students know that you trust them	0	1	2	3	4	5	[23]
9.	relay positive comments about students to their parents	0	1	2	3	4	5	[24]
10.	write constructive comments on students' work	0	1	2	3	4	5	[25]

11.	make positive comments to students	0	1	2	3	4	5	[26]
12.	be a positive model for your students (e.g., thank students, be polite, treat them with respect).	0	1	2	3	4	5	[27]
13.	tell students about your own interests	0	1	2	3	4	5	[28]
14.	take adequate time to explain to students concepts they don't understand	0	1	2	3	4	5	[29]
15.	remember special things about your students, (e.g., names, birthdays, hobbies, former students)	0	1	2	3	4	5	[30]
16.	help students learn respect for the rights and feelings of others.	0	1	2	3	4	5	[31]
17.	recognize and acknowledge students outside of class time.	0	1	2	3	4	5	[32]
18.	avoid criticizing students in front of their peers	0	1	2	3	4	5	[33]
19.	encourage positive remarks from one student to another	0	1	2	3	4	5	[34]
20.	help students build on their strengths	0	1	2	3	4	5	[35]
21.	give students opportunities to show their peers that they can do well.	0	1	2	3	4	5	[36]
22.	provide students with opportunities for success	0	1	2	3	4	5	[37]
23.	develop a sense of humour with students.	0	1	2	3	4	5	[38]
24.	recognize and acknowledge students' feelings	0	1	2	3	4	5	[39]
25.	discourage negative remarks from one student to another	0	1	2	3	4	5	[40]

Other useful methods: _____

_____

_____

_____

_____

PART B

Please indicate in the boxes below the numbers of the five methods in PART A which you consider to be most effective in developing positive self-esteem in your students. (For methods "1" to "9", please precede numbers with "0", i.e., 01 to 09).

	[41-42]
	[43-44]
	[45-46]
	[47-48]
	[49-50]

Comments:

_____

_____

_____

_____

_____

APPENDIX C

DRAFT

THE FOLLOWING SENTENCES TALK ABOUT THE WAYS YOUR TEACHERS CAN BE TOWARD THEIR STUDENTS. PLEASE READ EACH SENTENCE. IF YOU THINK THE SENTENCE TALKS ABOUT SOMETHING THAT IS IMPORTANT TO YOU, PLEASE CIRCLE "IMPORTANT". IF YOU FEEL THAT THE SENTENCE TALKS ABOUT SOMETHING THAT IS VERY IMPORTANT TO YOU, CIRCLE "VERY IMPORTANT". IF YOU FEEL THAT THE SENTENCE TALKS ABOUT SOMETHING THAT IS NOT IMPORTANT TO YOU, PLEASE CIRCLE "NOT IMPORTANT". THERE ARE NO RIGHT OR WRONG ANSWERS. THE IMPORTANT THING IS TO WRITE THE ANSWER THAT IS RIGHT FOR YOU.

1. HOW IMPORTANT IS IT THAT TEACHERS SAY GOOD THINGS ABOUT WORK YOU HAVE DONE?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[37]
2. HOW IMPORTANT IS IT THAT TEACHERS ARE NICE TO YOU?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[38]
3. HOW IMPORTANT IS IT THAT TEACHERS LOOK HAPPY TO SEE YOU?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[39]
4. HOW IMPORTANT IS IT THAT TEACHERS HELP YOU LEARN TO WORK WITH OTHERS?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[40]
5. HOW IMPORTANT IS IT THAT TEACHERS HELP YOU TO FEEL GOOD ABOUT YOURSELF?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[41]
6. HOW IMPORTANT IS IT THAT TEACHERS LISTEN TO YOU?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[42]
7. HOW IMPORTANT IS IT THAT TEACHERS LET YOU HELP MAKE SOME OF THE RULES IN THE CLASSROOM?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[43]
8. HOW IMPORTANT IS IT THAT TEACHERS SOMETIMES TELL YOU ABOUT THINGS THEY LIKE AND DO?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[44]
9. HOW IMPORTANT IS IT THAT TEACHERS REMEMBER SPECIAL THINGS ABOUT YOU, LIKE YOUR NAME, YOUR BIRTHDAY, OR YOUR HOBBIES?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[45]

TURN TO NEXT PAGE ...

10.	HOW IMPORTANT IS IT THAT TEACHERS UNDERSTAND HOW YOU FEEL?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[46]
11.	HOW IMPORTANT IS IT THAT TEACHERS TAKE TIME TO EXPLAIN THINGS TO YOU?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[47]
12.	HOW IMPORTANT IS IT THAT TEACHERS PUT YOUR WORK UP ON DISPLAY?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[48]
13.	HOW IMPORTANT IS IT THAT TEACHERS SHOW INTEREST IN THINGS YOU DO OUTSIDE THE CLASSROOM?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[49]
14.	HOW IMPORTANT IS IT THAT TEACHERS GIVE YOU WORK THAT YOU CAN DO WELL?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[50]
15.	HOW IMPORTANT IS IT THAT TEACHERS TRUST YOU?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[51]

16. OTHER THINGS THAT MY TEACHERS DO THAT ARE IMPORTANT TO ME. [52]

_____

_____

_____

_____

_____

_____

_____

TURN TO NEXT PAGE ...

THE FOLLOWING SENTENCES TALK ABOUT THINGS THAT YOUR TEACHERS DO IN THEIR CLASSROOMS. PLEASE READ EACH SENTENCE. IF YOU THINK YOUR TEACHERS DO THIS ENOUGH FOR YOU, CIRCLE "ENOUGH". IF YOU THINK THEY DO NOT DO IT ENOUGH, CIRCLE "NOT ENOUGH", OR IF YOUTHINK THEY DO IT TOO MUCH FOR YOU, CIRCLE "TOO MUCH". THERE ARE NO RIGHT OR WRONG ANSWERS. THE IMPORTANT THING IS TO ANSWER THE WAY YOU FEEL INSIDE.

1. TEACHERS SAY GOOD THINGS ABOUT WORK I HAVE DONE	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[53]
2. TEACHERS ARE NICE TO ME	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[54]
3. TEACHERS LOOK HAPPY TO SEE ME	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[55]
4. TEACHERS HELP ME LEARN TO WORK WITH OTHERS	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[56]
5. TEACHERS HELP ME TO FEEL GOOD ABOUT MYSELF	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[57]
6. TEACHERS LISTEN TO ME	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[58]
7. TEACHERS LET ME HELP MAKE SOME OF THE RULES IN THE CLASSROOM	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[59]
8. TEACHERS SOMETIMES TELL ME ABOUT THINGS THEY LIKE AND DO	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[60]
9. TEACHERS REMEMBER SPECIAL THINGS ABOUT ME, LIKE MY NAME, MY BIRTHDAY, OR MY HOBBIES	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[61]
10. TEACHERS UNDERSTAND HOW I FEEL	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[62]

11. TEACHERS TAKE TIME TO EXPLAIN THINGS TO ME	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[63]
12. TEACHERS PUT MY WORK UP ON DISPLAY	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[64]
13. TEACHERS SHOW INTEREST IN THINGS I DO OUTSIDE THE CLASSROOM	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[65]
14. TEACHERS GIVE ME WORK THAT I CAN DO WELL	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[66]
15. TEACHERS TRUST ME	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[67]

THANK YOU FOR DOING
THIS QUESTIONNAIRE

APPENDIX D

TABLE I

MEAN SCORES FOR SCARBOROUGH STUDENTS
ON THE SELF-CONCEPT INVENTORY
"ON THE WAY I FEEL ABOUT MYSELF",
WITHIN GRADE AND BY TYPE OF SCHOOL.

GRADE 3	GRADE 6
K - 6	
K - 8	
Level of Significance of Difference between Means	

GRADE 8
K - 6
Sr. P.S.
Level of Significance of Difference between Means

GRADE 10
Secondary Schools
Collegiates
Level of Significance of Difference between Means

TABLE 2

MEAN SCORES FOR SCARBOROUGH STUDENTS COMPARED TO THE SCARBOROUGH NORMS GROUP (1977-78) ON THE SELF-CONCEPT INVENTORY[a], "THE WAY I FEEL ABOUT MYSELF"

	GRADE 3			GRADE 6			GRADE 8		
	Present Students	Norms Group	Level of Significance of Difference between Means	Present Students	Norms Group	Level of Significance of Difference between Means	Present Students	Norms Group	Level of Significance of Difference between Means
Mean									
Standard Deviation									

a Responses were made to 80 "yes-no" items

TABLE 3

STUDENT RESPONSES (IN PER CENT) REGARDING
IMPORTANCE OF METHODS TEACHERS USE AND
WHETHER THEY USE THESE OFTEN
ENOUGH FOR THE STUDENTS

METHOD	Grade 3						Grade 6	Grade 8	Grade 10
	Importance**			Extent Done***					
	1	2	3	1	2	3	Same as Grade 3	Same as Grade 3	Same as Grade 3
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									

* Perhaps divide into 2 tables, one of importance and one of extent.
** 1 = not important, 2 = important, 3 = very important
*** 1 = not enough, 2 = enough, 3 = too much

TABLE 4

TEACHER USE (IN PERCENT) OF METHODS TO
DEVELOP POSITIVE SELF-ESTEEM IN STUDENTS*

METHOD	GRADE 3	GRADE 6	GRADE 8	GRADE 10
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				

*Perhaps compare by type of school.

TABLE 5

MEAN TEACHER SCORES REGARDING EXTENT* OF USEFULNESS
OF SELECTED METHODS IN DEVELOPING POSITIVE
SELF-ESTEEM IN STUDENTS

METHOD	GRADE 3	GRADE 6	GRADE 8	GRADE 10
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				

* "1" of no or very little use

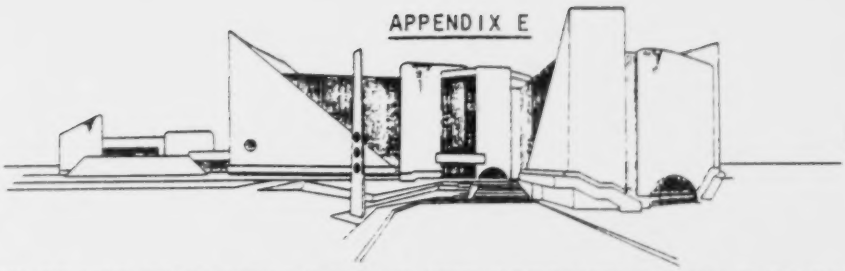
"5" of very great use

APPENDIX E

DRAFT

W. A. PARISH
Director of Education
Secretary and Treasurer

J. J. WATT
Assistant Director
of Education



THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

EDUCATION CENTRE, 140 BOROUGH DRIVE, SCARBOROUGH, ONTARIO, M1P 4N6 TEL. 296-7011

January 18, 1982

Dear Parent:

As you may be aware, the Scarborough Board of Education, in co-operation with the Ministry of Education (Ontario), is currently involved in a system-wide evaluation and development project (Co-operative Evaluation and Development of the Scarborough School System - CEDSS). In February, 1981, the Scarborough Research Centre formally surveyed Scarborough staff, students, trustees, and members of the community to determine evaluation priorities. One of the areas selected was "Student Self-Concept, Motivation, and Morale.

The Ministry of Education has included the development of positive self-concept in students as an objective in the curriculum guides which have been distributed to the school boards. In order to find out whether or not Scarborough is meeting this objective, a sub-committee was formed as part of the CEDSS proejct. This sub-committee will investigate how Scarborough students feel about themselves, and what teachers feel are effective approaches or strategies for use in developing positive self-esteem, and what students say teachers do to help them feel good about themselves.

In order to gather this information, sub-committee members have developed two questionnaires. Your child is part of the group of children in your school who will be answering these questionnaires. This will take 40 minutes of class time and will take place sometime early in February.

Since the results are being sent to the Scarborough Board of Education Research Centre, individual teachers will not be getting students' results. These results will be combined with those from other students in the same grade level from other schools in Scarborough. Therefore, under no circumstances will individual students be identified. Only group scores will be presented. It is hoped that this information will be used in developing better programs for all children in Scarborough.

If you have any questions regarding CEDSS, or the Student Self-Concept, Motivation, and Morale Sub-Committee evaluation, please feel free to contact your school principal, or Marilyn Wideman in the Research Centre (296-7521), or Ross Boden in the Program Department (296-7537) for more information.

Sincerely,

J. J. Watt
Assistant Director of Education

Ross E. Boden
Assistant Superintendent of Program

cc: School Principal

Finance — W. D. MASON, Comptroller
Personnel — C. R. MASON, Superintendent
Planning and Operations — J. W. WADE, Superintendent

Plant — T. A. LENNARD, Superintendent
Program — C. A. COWAN, Superintendent
Student and Community Services — J. P. McLOUGHLIN, Superintendent

APPENDIX B-2

STUDENT QUESTIONNAIRE

STUDENT QUESTIONNAIRE

THE FOLLOWING SENTENCES DESCRIBE THINGS YOUR TEACHERS COULD DO IN THEIR CLASSROOMS. PLEASE READ EACH SENTENCE. IF YOU THINK THE SENTENCE DESCRIBES SOMETHING THAT IS IMPORTANT TO YOU, PLEASE CIRCLE "IMPORTANT". IF YOU FEEL THAT THE SENTENCE DESCRIBES SOMETHING THAT IS VERY IMPORTANT TO YOU, CIRCLE "VERY IMPORTANT". IF YOU FEEL THAT THE SENTENCE DESCRIBES SOMETHING THAT IS NOT IMPORTANT TO YOU, PLEASE CIRCLE "NOT IMPORTANT" THERE ARE NO RIGHT OR WRONG ANSWERS. THE IMPORTANT THING IS TO CIRCLE THE ANSWER THAT IS RIGHT FOR YOU.

1. HOW IMPORTANT IS IT THAT TEACHERS SAY GOOD THINGS ABOUT WORK YOU HAVE DONE?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[37]
2. HOW IMPORTANT IS IT THAT TEACHERS ARE NICE TO YOU?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[38]
3. HOW IMPORTANT IS IT THAT TEACHERS LOOK HAPPY TO SEE YOU?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[39]
4. HOW IMPORTANT IS IT THAT TEACHERS HELP YOU LEARN TO WORK WITH OTHERS?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[40]
5. HOW IMPORTANT IS IT THAT TEACHERS HELP YOU TO FEEL GOOD ABOUT YOURSELF?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[41]
6. HOW IMPORTANT IS IT THAT TEACHERS LISTEN TO YOU?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[42]
7. HOW IMPORTANT IS IT THAT TEACHERS LET YOU HELP MAKE SOME OF THE RULES IN THE CLASSROOM?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[43]
8. HOW IMPORTANT IS IT THAT TEACHERS SOMETIMES TELL YOU ABOUT THINGS THEY LIKE AND DO?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[44]
9. HOW IMPORTANT IS IT THAT TEACHERS REMEMBER SPECIAL THINGS ABOUT YOU, LIKE YOUR NAME, YOUR BIRTHDAY, OR YOUR HOBBIES?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[45]

TURN TO NEXT PAGE ...

10.	HOW IMPORTANT IS IT THAT TEACHERS UNDERSTAND HOW YOU FEEL?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[46]
11.	HOW IMPORTANT IS IT THAT TEACHERS TAKE TIME TO EXPLAIN THINGS TO YOU?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[47]
12.	HOW IMPORTANT IS IT THAT TEACHERS PUT YOUR WORK UP ON DISPLAY?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[48]
13.	HOW IMPORTANT IS IT THAT TEACHERS SHOW INTEREST IN THINGS YOU DO OUTSIDE THE CLASSROOM?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[49]
14.	HOW IMPORTANT IS IT THAT TEACHERS GIVE YOU WORK THAT YOU CAN DO WELL?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[50]
15.	HOW IMPORTANT IS IT THAT TEACHERS TRUST YOU?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)	[51]

16. OTHER THINGS THAT MY TEACHERS DO THAT ARE IMPORTANT TO ME.

_____

_____

_____

_____

_____

_____

_____

TURN TO NEXT PAGE ...

THE FOLLOWING SENTENCES DESCRIBE THINGS THAT YOUR TEACHERS COULD DO IN THEIR CLASSROOMS. PLEASE READ EACH SENTENCE. IF YOU THINK YOUR TEACHERS DO THIS ENOUGH FOR YOU, CIRCLE "ENOUGH". IF YOU THINK THEY DO NOT DO IT ENOUGH, CIRCLE "NOT ENOUGH", OR IF YOU THINK THEY DO IT TOO MUCH FOR YOU, CIRCLE "TOO MUCH". THERE ARE NO RIGHT OR WRONG ANSWERS. THE IMPORTANT THING IS TO ANSWER THE WAY YOU FEEL INSIDE.

1. TEACHERS SAY GOOD THINGS ABOUT WORK I HAVE DONE	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[52]
2. TEACHERS ARE NICE TO ME	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[53]
3. TEACHERS LOOK HAPPY TO SEE ME	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[54]
4. TEACHERS HELP ME LEARN TO WORK WITH OTHERS	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[55]
5. TEACHERS HELP ME TO FEEL GOOD ABOUT MYSELF	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[56]
6. TEACHERS LISTEN TO ME	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[57]
7. TEACHERS LET ME HELP MAKE SOME OF THE RULES IN THE CLASSROOM	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[58]
8. TEACHERS SOMETIMES TELL ME ABOUT THINGS THEY LIKE AND DO	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[59]
9. TEACHERS REMEMBER SPECIAL THINGS ABOUT ME, LIKE MY NAME, MY BIRTHDAY, OR MY HOBBIES	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[60]
10. TEACHERS UNDERSTAND HOW I FEEL	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[61]

TURN TO NEXT PAGE ...

11. TEACHERS TAKE TIME TO EXPLAIN THINGS TO ME	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[62]
12. TEACHERS PUT MY WORK UP ON DISPLAY	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[63]
13. TEACHERS SHOW INTEREST IN THINGS I DO OUTSIDE THE CLASSROOM	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[64]
14. TEACHERS GIVE ME WORK THAT I CAN DO WELL	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[65]
15. TEACHERS TRUST ME	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)	[66]

THANK YOU FOR DOING
THIS QUESTIONNAIRE

APPENDIX C

MEMORANDUM TO PRINCIPALS PARTICIPATING
IN CEDSS SELF-CONCEPT SURVEY

THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

INTER-OFFICE MEMORANDUM

To: Principals Participating in CEDSS Self-Concept Survey

Date: February 4, 1982

From: R. E. Boden
Assistant Superintendent of Program

Copy to: Marilyn Wideman, Research Centre.

Subject: Instructions Regarding Self-Concept Survey (February 8, 1982)

MATERIALS SENT

(i) Checklist of student names by school.

(ii) Instructions to staff selected to administer questionnaires (yellow sheet).

(iii) Teacher questionnaires, identified by name (packaged with students in their classes at the K-6, and K-8 level, and separately in senior public and secondary schools.

(iv) Student questionnaires, identified by name (and home form at the secondary level) packaged by class at the elementary level.

DISTRIBUTION AND COMPLETION OF QUESTIONNAIRES

(i) Since a student's class is identified on the checklist, the classroom would be an appropriate pick-up location before students are directed to the central location in your school for completion of responses under supervision of a staff member. A central location is suggested so students do not feel "centred" out.

(ii) For any selected student who is absent or has left the school please indicate this on the identifying label on the top sheet of that student's questionnaire. These questionnaires should be returned with the completed questionnaires.

(iii) Consult administration instructions (yellow sheet) regarding the student survey for procedure.

(iv) Teachers can return their questionnaires in the envelopes provided.

RETURN OF QUESTIONNAIRES

(i) Collect all CEDSS "Student Self-Concept" questionnaires (including completed questonnaires sealed in envelopes and questionnaires not completed with reason specified).

(ii) Teachers can return their questionnaires individually

(iii) Send to: CEDSS Research Office
c/o William Tredway Jr. P.S.

If you have any questions, please call Ross Boden (296-7537) or Marilyn Wideman (296-7521) for assistance.

Ross E. Boden
Chairperson
CEDSS Self-Concept Sub-Committee

REB
Encl.

APPENDIX D

TEACHER INSTRUCTIONS FOR ADMINISTRATION
OF STUDENT SURVEY FOR THE CEDSS SELF-CONCEPT,
MOTIVATION, AND MORALE SUB-COMMITTEE

TEACHER INSTRUCTIONS FOR ADMINISTRATION OF STUDENT SURVEY
FOR THE CEDSS SELF-CONCEPT, MOTIVATION, AND MORALE SUB-COMMITTEE

ALL GRADES

1. Make sure that all students have a pencil.

2. All student directions are enclosed in boxes. Please read these to the students.

3. Now, I am about to hand out to each of you a booklet on which you will circle some answers. This is not a test. The Scarborough Board of Education is trying to find out what students in your grade think and feel. Please wait for instructions before turning to the first page.

4. Distribute booklets face up to the students indicated on the cover page. Each booklet contains three questionnaires.

5. Please remove the first page with your name on it. Do not put your name anywhere on the booklet. The questionnaire will be sealed in the accompanying envelope so no one here will see your answers.

   Collect the cover pages and dispose of them.

FOR GRADE 3 STUDENTS ONLY

6. (a) This survey should be conducted in two separate sittings, pages 1 to 7 first, followed by a break and the remaining 4 pages after the break. This break could be recess or lunch time.

   (b) I am now going to read aloud the directions which you will find on the first page of your booklet. Please listen carefully and follow along on your own copy.

   Read the directions for The Way I Feel About Myself (Piers-Harris) aloud to the students. You may wish to give the students an example of circling (e.g., (YES) or NO) the answer they choose. If they select an answer they want to change, they should indicate this with an "X" through the answer they wish to change (e.g., ~~YES~~).

   (c) Now, let's start. I will read each statement twice. You read along with me silently from your sheet and then circle your answer.

   1. (Read it aloud twice.) pause

   2. (Read it aloud twice.) pause

   (d) After a break, read the two remaining questionnaires in the same fashion.

FOR GRADES 6, 8, and 10

7. (a) Inform students that there are <u>three</u> questionnaires attached.

   (b) Ask them to read the instructions for each questionnaire before completing them. Encourage them to ask questions if they are not clear about the instructions.

(c) In the second and third questionnaires which ask about how they feel about what teachers do in their classes, tell them that they are to think of teachers in general and not any one teacher in particular.

(d) Explain how to mark and change an answer (see 6.(b)).

ALL GRADES

8. If students ask for clarification of words in the survey, pelase do so using similar words. Also, emphasize that everyone feels differently at different times; however, students should mark the answers which show the way they usually (generally) feel.

9. Once the questionnaires have beem completed, have students seal them in the individual envelopes provided. Explain to students that these will be sent to the people doing the study.

10. For students who are absent or not there for any reason, please indicate their absence right on their identifying label. Then, return these questionnaires to the CEDSS Research Office, William Tredway Junior P.S.

11. Please return all student questionnaires to the above office in the Board courier service.

THANK YOU VERY MUCH FOR YOUR ASSISTANCE IN THE ADMINISTRATION OF THESE QUESTIONNAIRES.

CEDSS SELF-CONCEPT COMMITTEE MEMBERS.

APPENDIX E

TABLE E-1

SUMMARY OF STUDENT COMMENTS
REGARDING OTHER METHODS TEACHERS
USE THAT ARE IMPORTANT TO THEM

APPENDIX E

TABLE E-1

Summary of Student Comments
Regarding Other Methods Teachers
Use That Are Important To Them

Comments	Number of Comments Made by Students			
	Gr.3.	Gr.6.	Gr.8.	Gr.10.
1. spend extra time with me and talk to me as a person		85	20	33
2. help me understand the work in class	124	81	53	81
3. give me encouragement and praise a job well done	105	23	44	53
4. care about me	113	43		25
5. listen to my thoughts and ideas	26	32	25	33
6. treat everyone fairly		21	26	15
7. be pleasant and happy in class and make class interesting	20	15	32	44
8. don't take their anger out on the class		15		
9. do their jobs well	11		13	
10. help with personal problems		23	36	22
11. trust me		17		
12. don't make you feel like a fool in front of the whole class		13	32	30
13. help me make decisions		6		
14. give me time to finish my work		5		
15. give explanations with evaluation marks not just hand them to you		11		16

APPENDIX E (Continued)

Comments	Number of Comments Made by Students			
	Gr.3.	Gr.6.	Gr.8.	Gr.10.
16. let me do other things when I finish my work	6			
17. be nice to me, treat me as an equal (don't ignore me)		6	29	
18. give me recognition		21		
19. be strict enough not to let things get out of hand			10	
20. have class discussion		6	5	
21. give me new concepts and challenges so I can do well in the real world			6	
22. give free time to read or catch up with your work			4	
23. should let me be independent (seating, washroom)		5	4	
24. should mind their own business other than class business			4	
25. read to students (makes class interesting)		2		
26. give me a good report card		2		